

2002 BASE ADEQUATE YEARLY PROGRESS REPORT

Information Guide



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NCLB ACCOUNTABILITY UPDATE

On January 8, 2002, President Bush signed the *No Child Left Behind Act of 2001*, or NCLB, that reauthorized the federal Elementary and Secondary Education Act (ESEA). This reauthorization contains the most sweeping changes to the ESEA since it was enacted in 1965. It changes the federal government's role in kindergarten through twelfth grade education by asking schools to demonstrate their success in terms of what each student accomplishes.

The act contains four education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on scientifically-based effective teaching methods. This *Information Guide* describes California's implementation of the first principle. More information about NCLB is located on the federal web site at <http://www.nclb.gov> and on the California Department of Education (CDE) web site at <http://www.cde.ca.gov/pr/nclb/>.

California's NCLB Accountability Plan

The importance of stronger accountability was emphasized by the requirement for states to complete an Accountability Workbook as the first component of its Consolidated State Application. On January 31, 2003, the CDE submitted its Accountability Workbook to the United States Department of Education (USDE). The Workbook describes the ways in which California will comply with the new assessment and accountability requirements of NCLB. Its development was based upon a series of action items adopted by the State Board of Education (SBE) on January 8, 2003. The USDE approved California's workbook on June 10, 2003.

The key component of California's accountability plan is a new definition of Adequate Yearly Progress (AYP). All schools and districts in the state must meet AYP requirements. Schools receiving federal Title I funds face additional mandates and corrective action for not meeting AYP. The plan meets the NCLB accountability requirements by encompassing the following:

- Challenging statewide academic content and student achievement standards;
- High quality assessments aligned with the statewide standards;
- A single accountability system for all public schools and districts that measures whether continuous and substantial progress in terms of AYP is being made toward the goal of all students performing at the proficient or above level in English-language arts and mathematics by 2014;

- Identification of Title I schools and districts that do not make AYP in order to determine improvement, corrective action, or restructuring; and
- Technical assistance for schools and districts identified as not making AYP.

Under California's plan, the Academic Performance Index (API) is maintained while AYP requirements are added to it. AYP results will function as an additional element of each school's accountability report. State legislation is currently being proposed to align some features of the API with NCLB requirements.

California's Accountability Workbook is available on the CDE web site at <http://www.cde.ca.gov/pr/nclb/workbook/wb6061.html>.

Current NCLB Accountability Activities

California has begun its implementation of NCLB accountability requirements by providing schools and districts with the 2002 Base AYP Reports in July 2003. These reports show how well students performed in 2002 in order to familiarize schools and districts with new AYP requirements.

The term "Adequate Yearly Progress" has been used prior to NCLB to identify schools for Program Improvement (PI) under prior federal requirements. From 2000–2002, the API was used as the only definition of AYP. In 2003, the definition of AYP changes to include the new criteria under NCLB. The first phase of the 2003 AYP Reports will be provided in mid-August 2003, and the second phase of the 2003 AYP Reports will be provided in October 2003. These reports will show how well students performed in 2003 according to the new definition of AYP, and this information will be used to exit existing PI schools or identify new schools for PI.

This *Information Guide* includes a section entitled "2003 AYP Criteria and Flow Chart," which covers the new AYP criteria in detail. The "NCLB Corrective Actions and Program Improvement Timeline" section of this document provides a chart that summarizes new mandates required under NCLB for Title I schools that do not make AYP.

FACTS ABOUT AYP AND AYP REPORTS

- The *No Child Left Behind Act of 2001* (NCLB) was signed by President Bush on January 8, 2002.
- The key component of NCLB is accountability. Each state is required to develop and implement a statewide accountability system that will ensure that all schools and districts make Adequate Yearly Progress (AYP).
- NCLB provides a new definition for AYP, which has a far-reaching impact on schools, districts, and states: **All students in all schools in California will be required to perform at or above the proficient level in English-language arts and mathematics by 2014.**

California's Previous Definition of Adequate Yearly Progress (AYP)

- Since 2000, the reporting of the academic progress of schools funded with federal Title I funds has been aligned with the state accountability system under the provisions of the Public Schools Accountability Act (PSAA) of 1999. During this time, the Academic Performance Index (API) was used to determine AYP.
- California's previous definition of AYP used student achievement data from the Standardized Testing and Reporting (STAR) program to calculate the API to (1) determine the AYP of all schools funded with federal Title I funds, and (2) exit existing eligible schools or identify new schools for Program Improvement (PI).¹ For 2002 only, no new PI schools were identified, regardless of AYP results.
- The previous criteria for achieving AYP was that a Title I school had to meet or exceed its API schoolwide growth target as well as the API growth targets for all numerically significant student groups in the school. However, a Title I targeted assistance school from the upper half of the API distribution could have achieved AYP by meeting the API growth target for the socioeconomically disadvantaged student group only.

¹ Program Improvement (PI) is a formal designation for Title I-funded schools. A Title-I school becomes a PI school if it does not meet AYP for two consecutive years. There are certain types of required services and/or interventions schools must offer during each year they are identified as PI. A school is eligible to exit PI if it makes AYP for two consecutive years. PI schools were initially identified as PI by districts beginning in 1996–1997. PI identification has been aligned with the API as the basis of not making AYP for two consecutive years beginning in 1999–2000.

California's New Definition of AYP

- The definition of AYP is revised beginning with the spring 2003 test results based on California's newly adopted definition of AYP. NCLB requires states to define AYP based upon key NCLB requirements. In January 2003, the State Board of Education (SBE) adopted AYP requirements for California. The United States Department of Education (USDE) approved California's AYP requirements in June 2003.
- The new annual AYP criteria encompass the following four parts:
 - **Annual Measurable Objectives (AMOs) for Percent Proficient** — Achievement of the statewide Annual Measurable Objectives (AMOs) in English-language arts (ELA) and mathematics (schoolwide/districtwide and subgroups). The AMOs are the minimum percentages of students scoring at proficient or above in each content area of the tests used for AYP;
 - **Participation Rate** — Achievement of a 95 percent student participation rate for ELA and mathematics assessments (schoolwide/districtwide and subgroups);
 - **API as Additional Indicator** — Growth in the API score of at least one point or a minimum API score designated for each year (schoolwide/districtwide); and
 - **Graduation Rate** — Improvement in the graduation rate of .1 percent from the prior year (schoolwide/districtwide). This applies only to high schools, high school districts, and unified school districts.

All schools and districts will be required to meet all four parts of the annual AYP criteria beginning with 2003 AYP reports.
- The ELA and mathematics assessments used for AMOs (percent proficient) are the California Standards Tests (CSTs), in grades 2–8; the California Alternate Performance Assessment (CAPA), grades 2–8 and 10; and the California High School Exit Examination (CAHSEE), grade 10. The CSTs and the CAPA are part of the Standardized Testing and Reporting (STAR) program.
- **The use of the CAHSEE as one of the indicators used for the AMOs is for school, district, and state accountability as part of NCLB requirements only and does not apply to passing the CAHSEE as a condition of graduation.** The SBE decided in July 2003 that students in the classes of 2004 and 2005 are no longer required to pass the CAHSEE as a condition of earning a high school diploma and that the class of 2006 will be the first class that must pass the CAHSEE as a requirement of graduation. However, the law still requires that all 10th graders take the CAHSEE. Therefore, the SBE maintains its decision that the CAHSEE be used as an indicator for NCLB accountability purposes. Separate NCLB cut scores for CAHSEE were adopted by the SBE for NCLB purposes.

- Federal requirements are not identical to state requirements, and meeting school AMOs for NCLB is not the same as meeting school API growth targets for California accountability. In order to meet its API growth target under current state requirements, a school or district must increase its API score by 5 percent of the distance to 800 or maintain its API score above 800. In order to meet its AMOs under new federal requirements, a school or district must have a minimum percentage of its students at proficient or above in English-language arts and mathematics. The minimum percentage is the same for all schools or districts and for all numerically significant subgroups of the same type.
- **All schools and districts, even those that do not receive federal Title I funds, must make AYP.**
- Title I schools that do not meet or exceed AYP requirements will be identified for PI if they do not make AYP on the same indicator (ELA, mathematics, API, or Graduation Rate):
 - For the AMOs (percent proficient) or Participation Rate indicators, Title I schools that do not make AYP for two consecutive years in the same content area (ELA and mathematics) are identified for PI.
 - For the API (Additional Indicator) or Graduation Rate indicators, Title I schools that do not make AYP on the same indicator for two consecutive years are identified for PI.

Schools identified for PI are subject to the provisions of NCLB that mandate student choice, supplemental educational services, and corrective actions. More information about PI identification is located in the section entitled “NCLB Corrective Actions and Program Improvement Timeline.”
- Districts that receive Title I funds and do not meet or exceed AYP requirements (districtwide and subgroups) will also be identified for PI. The CDE will be providing more information about district PI identification in the near future.
- Schools or districts with fewer than 100 valid test scores have adjusted AMOs to account for the small number of test scores. Schools or districts with grade spans that are not tested (i.e., K–1 or 11–12) will meet AYP criteria through a “pairing and sharing” methodology. Schools or districts with enrollment on the first day of testing of under 100 will not have numerically significant subgroups.
- The state must also make AYP (statewide and subgroups).

AYP Reports for 2002 and 2003

- AYP status reporting is different from API reporting, which measures growth. API reports are provided twice per year (a base and a growth API) in order to show a school’s or district’s growth in the API. AYP reports, in contrast, show a school’s or district’s status for one time during the school year.

- The **2002 Base AYP Reports** are scheduled to be posted on the CDE web site at <http://ayp.cde.ca.gov> on July 24, 2003. The purpose of the 2002 Base AYP report is to provide schools and districts a best estimate of 2002 starting points for the percentage of students in the school or district who performed at or above the proficient level in English-language arts and mathematics. The 2002 reports will not change a Title I school's 2001–2002 AYP status that was reported in February 2003 under the previous definition of AYP. However, districts should give special consideration to the possibility that schools with 2002 percentages below the 2003 AMOs may not make AYP when the 2003 results are made available (beginning in mid-August 2003). Results for the API (Additional Indicator) and Graduation Rate are not included in the 2002 Base AYP reports.
- The **2003 AYP Reports** are scheduled to be available on the CDE web site in mid-August 2003. These reports will occur in three phases. Phase I, to be posted in August, will include results of the 2002–2003 statewide testing and will show whether a school or district meets the 2003 AMOs and Participation Rate. These August 2003 AYP reports will be used to identify new and advancing PI schools prior to the start of the 2003–2004 school year.² Phase II reports will provide results for the API (Additional Indicator) and Graduation Rate and will be provided in October 2003. Identification of additional new and advancing PI schools may occur at this time (for schools that met AYP criteria in August but do not make AYP according to the October 2003 results). Phase III reports will finalize all data and will include reports for schools and districts that corrected their STAR and/or CAHSEE demographic data through the test publisher. It is possible that there may be a small number of new and advancing PI schools identified at this time. Phase III reports will be posted in December 2003.

² Program Improvement (PI) is a formal designation for Title I-funded schools. A Title-I school becomes a PI school if it does not meet AYP for two consecutive years. There are certain types of required services and/or interventions schools must offer during each year they are identified as PI. A school is eligible to exit PI if it makes AYP for two consecutive years.

TALKING POINTS FOR SCHOOL DISTRICTS

- The new definition of Adequate Yearly Progress (AYP) adds new federal requirements to the state's accountability system for California's public schools.
- With these new requirements will come new data that we can use to help monitor our schools' progress toward ensuring that all students are learning the academic skills they need to be successful.
- The new definition of AYP establishes 2014 as the deadline for having all students in California demonstrate proficiency in English-language arts and mathematics.
- The purpose of the July 2002 AYP reports is to provide an achievement map that shows how well our district and schools would meet the new federal requirements now, based on 2002 test results. It also provides 2003 targets in English-language arts and mathematics.
- Maintaining the Academic Performance Index (API) and integrating it into the new AYP requirements will allow our schools to maintain their focus on achievement goals already in place.
- The AYP targets required by the new federal requirements are extremely ambitious and set rigorous standards for every school.
- We will be working with each school staff to determine how best to use data from the July 2002 Base AYP report in their ongoing efforts to improve programs and increase student achievement.
- Our immediate challenge will be to help our parents, students, staff, and community understand the new AYP components (federal requirements) and minimize misunderstandings and confusion about the new data.
- Our schools will be scheduling a series of information meetings about the AYP in the fall (prior to the opening of school) and preparing clarifying information for our back-to-school mailings for parents.

SAMPLE PRESS RELEASE FOR SCHOOL DISTRICTS

“Much of the data in the new Adequate Yearly Progress (AYP) reports for our district and schools reflect results of the Standardized Testing and Reporting (STAR) program for 2002 that we received last fall,” announced district superintendent _____ today. “The new report also features 2003 targets that establish the percentage of students districtwide and at each school who must score at the proficient level or above on the spring 2003 statewide tests.”

New federal requirements for accountability in the *No Child Left Behind (NCLB)* legislation mandates that all students in kindergarten through grade 12 meet state academic achievement standards for English-language arts and mathematics by 2014. Districts and schools in each state must demonstrate “adequate yearly progress” (AYP) toward meeting that goal.

To meet NCLB requirements in California, it was determined that the new federal AYP requirements would be added to the current school accountability system, established by state law in 1999. The Academic Performance Index (API) will continue to be calculated and reported annually, and rankings will still be provided. The API also will function as part of the new AYP requirements.

“We are pleased with the decision to integrate the new federal AYP requirements into the current accountability system,” _____ said. “This will allow our schools to strengthen efforts they already are making to get better results for all students.”

The new definition of AYP for California features four key components: (1) statewide goals for student proficiency in English-language arts and mathematics, called Annual Measurable Objectives (AMOs); (2) participation rate on state tests; (3) the API used as the additional indicator; and (4) graduation rates (for all high schools and districts with high school students). The annual objectives require that a specified percentage of students districtwide and at each school perform at or above the proficient level in English-language arts and mathematics on the California Standards Tests (CSTs) in grades 2 through 8, on the California Alternate Performance Assessment (CAPA) in grades 2 through 8 and 10, and on the California High School Exit Examination (CAHSEE) in grade 10. The participation rate on these state tests must be 95 percent or greater, and the “additional” indicator is the API. Since California currently does not have a universal student information system, a four-year completion rate will be used as the graduation rate until the student information system is fully implemented.

The use of the CAHSEE as one of the indicators used for AYP is for school, district, and state accountability as part of NCLB requirements only and does not apply to passing the CAHSEE as a condition of graduation. Although the SBE recently decided in July 2003 that students in the classes of 2004 and 2005 are no longer required to pass the CAHSEE as a condition of earning a high school diploma, the law still requires that all 10th graders take the CAHSEE. Therefore, the CAHSEE will be used as an indicator for NCLB accountability purposes. The class of 2006 will be the first class that must pass the CAHSEE as a requirement of graduation.

All schools and districts in the state will receive annual AYP determinations, but currently only schools and districts receiving federal Title I funds are subject to the federal provisions of Program Improvement if they do not make AYP.

No Child Left Behind Act of 2001 Focus on Success

In 2002, President Bush signed into law the *No Child Left Behind Act of 2001* (NCLB), reauthorizing the Elementary and Secondary Act (ESEA). This act requires all public schools to use student academic results as the measure of their success. It mandates that all students in kindergarten through grade 12 meet state academic achievement standards for mathematics and English-language arts by 2014. Schools and districts must show Adequate Yearly Progress (AYP) toward reaching this goal.

Every state in the nation must develop and implement an accountability plan to show how it will meet the federal requirements of NCLB.

California's plan, based on the state's current accountability system, was approved in June 2003. The first step in its implementation begins in summer 2003 with a new AYP Report for all districts and schools.

CALIFORNIA'S ADEQUATE YEARLY PROGRESS



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Categories of Federal Title I Schools	NCLB Options and Services for Students and Parents
Receives Title I funds	<ul style="list-style-type: none"> School provides support programs to eligible Title I students Schools not making AYP for two years in a row are identified as Program Improvement schools
Year 1 in Program Improvement (PI)	<ul style="list-style-type: none"> Effective support programs to all students Parents eligible to send their children to a non-PI school and to receive transportation at district expense
Year 2 in Program Improvement (PI)	<ul style="list-style-type: none"> Same services as Year 1 Program Improvement school Supplemental services, such as tutoring, provided to all eligible students
Year 3 in Program Improvement (PI)	<ul style="list-style-type: none"> Same services as Year 2 Program Improvement school District corrective action to improve the school
Year 4 in Program Improvement (PI)	<ul style="list-style-type: none"> Same services as Year 3 New alternative governance plan for school
Year 5 in Program Improvement (PI)	<ul style="list-style-type: none"> Same services as Year 4 Implement governance plan

AYP Reporting Cycle	
July 2003	2002 Base AYP reports
August 2003	2003 AYP Phase I reports
October 2003	2003 AYP Phase II reports
December 2003	Final 2003 AYP Phase III reports

California's Adequate Yearly Progress, No Child Left Behind (NCLB) Questions and Answers

Who is included in the federal mandate that all students must meet state academic standards for mathematics and English-language arts by 2014?

The NCLB mandate means ALL students in all grades at all schools. This includes students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited proficiency in the English language.

How does NCLB change California's accountability system?

California's current accountability system will integrate NCLB requirements. The Academic Performance Index (API) will continue to be calculated and reported for schools and districts annually. To comply with NCLB, the state will add the new "adequate yearly progress" (AYP) requirements to its accountability system.

What are the key components of California's new definition of AYPs?

There are four key components. First, the AYP requires that a minimum percentage of students at each school, each district, and each student subgroup perform at or above the proficiency level in English-language arts and mathematics each year on state assessments. Second, all schools, districts, and student subgroups must have at least 95 percent of

their students take the designated state tests. Third, the school and district must show growth in their Academic Performance Index (API) score. And, fourth, the school and district must show growth in the high school graduation rate (high schools, high school districts, or unified school districts only).

What state tests are used to show student proficiency in English-language arts and mathematics?

The designated state tests are the California Standards Tests (CSTs) for grades 2 through 8, the California High School Exit Examination (CAHSEE) for grade 10, and the California Alternate Performance Assessment (CAPA) for grades 2 through 8 and 10. Students with significant cognitive disabilities take the CAPA. The CSTs and the CAPA are parts of the Standardized Testing and Reporting (STAR) Program. The use of the CAHSEE is for school, district, and state accountability as part of NCLB requirements only and does not apply to passing the CAHSEE as a condition of graduation for individual students.

Do all schools need to make AYP or just schools receiving federal Title I funds?

AYP applies to all schools, including charter schools and alternative schools; however, the consequences for not meeting AYP requirements currently apply only to schools that receive Title I funds.

What AYP reports will be provided in Summer 2003?

New AYP reports will be posted on the CDE web site at <http://ayp.cde.ca.gov> beginning in July

2003 with the 2002 Base AYP Report. This report will help to familiarize educators and parents with new AYP requirements. In August 2003, the 2003 AYP Report will be posted and will show how well students performed in 2003 according to new 2003 AYP criteria. This information will be used to identify Title I schools for Program Improvement (PI) under NCLB.

What happens to Title I schools that do not meet their annual targets on the 2003 AYP Reports?

Title I-funded schools that do not make AYP for two consecutive years will enter Program Improvement (PI). Once in PI, a school must offer students the choice to transfer to another school with paid transportation. More consequences such as offering supplemental services, tutoring, and corrective actions are required if the school continues in PI. A school is eligible to exit PI if it makes AYP for two consecutive years.

Where can parents find more information about NCLB, California's accountability plan, and AYP requirements?

Parents can direct their questions to the principal or other school administrators. Additional information about NCLB and AYP is located on the federal web site at <http://www.nclb.gov> and on the California Department of Education web site at <http://www.cde.ca.gov/pr/nclb/> and <http://www.cde.ca.gov/ayp/>.

2003 AYP CRITERIA AND FLOW CHART

The federal *No Child Left Behind Act of 2001 (NCLB)* requires that all schools and districts, even those that do not receive federal Title I funds, meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California has adopted AYP criteria that have been approved by the U.S. Department of Education (USDE). Beginning with the 2003 AYP reports, schools and districts will be required to annually meet or exceed four key criteria in order to make AYP. This section, which describes the 2003 AYP criteria, includes the following topics:

- Summary of AYP Requirements for 2003
- Requirement 1: Annual Measurable Objectives (AMOs) for 2003
 - Minimum Percent Proficient
 - School and District Type
 - Statewide Assessments
 - Definition of Proficient
 - District Accountability
 - Small School and Districts
 - Subgroups
 - Inclusions/Exclusions
- Requirement 2: Participation Rate for 2003
 - Formula
- Requirement 3: API as Additional Indicator for 2003
- Requirement 4: Graduation Rate for 2003
 - Formula
- Safe Harbor Provision
- 2003 AYP Criteria Flow Chart

Summary of AYP Requirements for 2003

In order to make AYP for 2003, a school or a district will need to meet or exceed all of these requirements:¹

- **AMOs** — Achievement of the 2003 statewide Annual Measurable Objectives (AMOs) on English-language arts and mathematics assessments (schoolwide/districtwide and subgroups). AMOs are the minimum percentages of students at proficient or above in each content area (see Requirement 1 below for specific AMOs according to school or district type);

¹ Only the first two criteria will be listed in the 2002 Base AYP reports.

- **Participation Rate** — Achievement of a 95 percent student participation rate on 2003 English-language arts and mathematics assessments (schoolwide/districtwide and subgroups);
- **API as Additional Indicator** — Growth in the 2002-2003 Academic Performance Index (API) score of at least one point OR a minimum 2003 Growth API score of 560 (schoolwide/districtwide); and
- **Graduation Rate** — Improvement in the graduation rate of .1 percent (schoolwide/districtwide). This applies only to high schools, high school districts, and unified school districts.

Detailed descriptions of each of these requirements are provided in the next four sections.

Requirement 1: Annual Measurable Objectives (AMOs) for 2003

Minimum Percent Proficient

NCLB mandates that all students perform at proficient or above on statewide assessments in English-language arts and mathematics by 2014. California's Annual Measurable Objectives (AMOs) are the minimum percentages of students who are required to meet or exceed the proficient level on the statewide assessments used for AYP. The minimum AMO percentages rise almost every year so that by 2014, 100 percent of students in all schools and districts score at the proficient level or above. (See "AYP Targets, 2003–2014.") The 2003 AMOs for schools and districts are:

2003 Annual Measurable Objectives (AMOs) for Schools and Districts

	Percent Proficient or Above on the CSTs, CAHSEE, and CAPA for 2003	
	English-Language Arts	Mathematics
Schools		
Elementary and Middle Schools	13.6	16.0
High Schools	11.2	9.6
Districts		
Elementary School Districts	13.6	16.0
High School Districts (with grade levels 9–11 only)	11.2	9.6
Unified School Districts and High School Districts (with grade levels 2–8 and 9–11)	12.0	12.8

Note: These AMOs are not statewide averages; they represent the value at the 20th percentile of schools weighted by enrollment, a method prescribed by No Child Left Behind (NCLB).

The table shows that in order for an elementary school to meet the 2003 AMOs, all students schoolwide and each significant subgroup at the school would have to show that at least 13.6 percent of tested students scored proficient or above in English-language arts, and at least 16.0 percent scored proficient or above in mathematics.

School and District Type

AMOs are applied according to school and district type:

- Schools
 - Elementary and middle schools
 - High schools
- Districts
 - Elementary school districts
 - High school districts that have no students eligible to be tested in grade levels 2–8
 - Unified school districts and high school districts that have students eligible to be tested in grade levels 2–8 and 9–11

This means that all elementary and middle schools will be held to the Elementary and Middle School AMOs, and all high schools will be held to the High School AMOs. A school's type will be defined as elementary, middle, or high according to the same criteria established by the California Department of Education (CDE) for defining school type for the API. These criteria are described on the CDE web site at <http://www.cde.ca.gov/psaa/api/api0203/base/schdsgn.htm> for the 2002-2003 API reporting cycle. A district's type (elementary, high, unified) is defined according to the type most recently listed in the California public school file, available on the CDE web site at <http://www.cde.ca.gov/demographics/files/schoolname.htm>. All schools in a unified school district will have different AMOs from the district.

Statewide Assessments

The following assessment results are used to calculate whether a school or district meets 2003 AMO criteria:²

- California Standards Tests (CSTs), grades 2–8
 - English-Language Arts (ELA)
 - Mathematics
- California High School Exit Examination (CAHSEE), grade 10
 - English-Language Arts (ELA)
 - Mathematics

² The assessments used for the 2002 Base AYP reports are the CST and CAHSEE only. CAPA is not included in the 2002 Base AYP reports because it was first administered in 2003

- California Alternate Performance Assessment (CAPA), grades 2–8 and 10
 - English-Language Arts (ELA)
 - Mathematics

The CSTs and CAPA are components of the Standardized Testing and Reporting (STAR) program. CAPA is a test for students with significant cognitive disabilities who are unable to take a large-scale assessment, even with accommodations or modifications.

The use of the CAHSEE as one of the indicators used for the AMOs is for school, district, and state accountability as part of NCLB requirements only and does not apply to passing the CAHSEE as a condition of graduation. The SBE decided in July 2003 that students in the classes of 2004 and 2005 are no longer required to pass the CAHSEE as a condition of earning a high school diploma and that the class of 2006 will be the first class that must pass the CAHSEE as a requirement of graduation. However, the law still requires that all 10th graders take the CAHSEE. Therefore, the SBE maintains its decision that the CAHSEE be used as an indicator for NCLB accountability purposes. Separate NCLB cut scores for CAHSEE were adopted by the SBE for NCLB purposes.

Definition of Proficient

Each assessment used for AYP must determine if a student performs at a proficient level or above. The following minimum levels have been established for each assessment used for AYP:

- **CST** — The current proficient level on the CST ELA and CST Mathematics will serve as the proficient level for AYP.
- **CAHSEE** — Because CAHSEE was designed to produce pass/fail results, cut scores were determined for AYP by generating a proportion of students at or above proficient roughly equivalent to the proportion at or above proficient on the CST at the same grade level. These cut scores were adopted in April 2003 by the State Board of Education (SBE). The SBE adopted a scale score cut point for CAHSEE ELA of 387 and for CAHSEE Math of 373 to serve as the proficient level for AYP. **These more rigorous cut scores are for NCLB purposes only; they will not be used to determine passing scores on the CAHSEE, which were set in a separate process.**
- **CAPA** — Performance levels of advanced, proficient, basic, below basic, and far below basic were established by a CAPA standard-setting committee in June 2003 and will be used in STAR and AYP reporting following SBE adoption. The proficient level set by the committee will serve as the CAPA proficient level for AYP. Student results at proficient or above on CAPA will be counted at proficient or above in a school's AYP calculations. Federal proposed amended regulations published March 20, 2003, would allow states to treat alternate assessment performance level values as equal to

the general education performance level values, even though they are essentially different assessments with different definitions for the performance levels as long as this process only involves 1.0 percent of the total population for district and state AYP. The USDE has approved for one year California's plan to use this approach to allow for finalization of its proposed regulations on this issue. Therefore, for the 2003 AYP, the district or state percentage of students held to alternate achievement standards may not exceed 1.0 percent of all students in the grades assessed. Results beyond the 1.0 percent would be counted as not proficient.

District Accountability

Districts also must meet AYP criteria. They will be held accountable for **all** students continuously enrolled in the district from the CBEDS collection date to the first day of testing. This includes results of students in all schools in the district as well as results of students in district programs, such as special education students in district programs. Districts will be identified for Program Improvement (PI) in the same manner as schools. The CDE will be providing more information about this identification in the near future. District AYP reports for 2003 will be in the same format as school AYP reports.

Small Schools and Districts

All schools, including those in the Alternative Schools Accountability Model (ASAM) and small schools and districts, receive an AYP report. Schools or districts with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools must meet the adjusted percent proficient criteria for under 100 valid test scores. The AMOs are adjusted using a confidence interval methodology. Information about the confidence intervals and methodology will be posted on the CDE AYP web site at <http://www.cde.ca.gov/ayp> when the 2002 Base AYP reports are posted. Schools or districts with grade spans that are not tested (i.e., K–1 or 11–12) will meet AYP criteria through a “pairing and sharing” methodology. More information about this will be provided in the next several months. Schools or districts with enrollment on the first day of testing of under 100 will not have numerically significant subgroups.

Test results from all schools will be aggregated into district AYP and state AYP results. Likewise, test results from all districts will be aggregated into state AYP results.

Subgroups

AMOs must be met at the school and district level and by each numerically significant subgroup at the school, district, or state in each content area (ELA and mathematics). “Numerically significant” is defined as 100 students OR 50 students who represent at least 15 percent of the students to be tested (i.e., enrollment on first date of testing). “Subgroups” include the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged
- English Learner (English Learners plus Re-designated Fluent English Proficient students who have not scored proficient or above on the CST ELA for three years)
- Students with Disabilities (student receives special education services and has a valid disability code)

Reporting will occur for subgroups with at least 11 valid scores, but schools and districts will be held accountable only for subgroups of 100 students or 50 students who represent at least 15 percent of the students to be tested.

Inclusions/Exclusions

Inclusion and exclusion rules for the 2003 AYP reports are as follows:³

■ Mobility

- **CST.** If the student was continuously enrolled in a school from the 2002 October CBEDS collection date to the testing date, the student is counted in the school AYP calculation. If the student attended more than one school within a district, but was enrolled in the district since the October CBEDS date, the student is counted in the district AYP calculation.⁴
- **CAHSEE.** If the student was continuously enrolled in the district from the 2002 October CBEDS collection date to the testing date, the student is counted in the school AYP calculation and in the district AYP calculation. In 2004, when the additional mobility data are collected, the mobility rule will match the CST.
- All students will be counted in the state level AYP calculation.

■ Out-of-Level

- Scores of students tested out-of-level on the CST and CAPA are included and assigned a performance level of “Not Proficient.” Out-of-level does not apply to CAHSEE.

³ The 2002 Base AYP inclusion/exclusion rules are aligned to match the 2003 AYP rules. The 2002 rules are located in the section “Calculating the 2002 Base AYP” in this document and in the *Explanatory Notes for the 2002 Adequate Yearly Progress (AYP) Base Report* on the CDE web site at <http://ayp.cde.ca.gov>.

⁴ The “old” mobility rules were used for the 2002 Base AYP reports. If a student has been continuously enrolled in a district from the fall CBEDS collection date to the testing date, the student is counted in the school AYP calculation and district AYP calculation.

■ Accommodations/Modifications

- Scores of students tested with accommodations are included with no adjustments.
- Scores of students tested with modifications are included and assigned a performance level of “Not Proficient.”

■ Student Records with No Scores

- **Parent Exemption.** A student record with no score on the CST due to parent exemption is included in the denominator of the participation rate (which is different from what is done in calculating the API participation rate). This means that the higher the number of parent exemptions at a school, the lower the participation rate (all else being equal).
- **Not Tested (Did not Attempt, No Marks) in a CST content area.**
“Student was absent for the entire testing window” is NOT marked: The student record is counted as tested and is assigned a performance level of “Not Proficient.”
“Student was absent for the entire testing window” is marked: The student record is **not** counted as tested in the participation rate and is **not** included in the percent proficient.
- **Incomplete (Did not Attempt, Some Marks) in a CST content area.** A student record with no score but some marks in a content area of the CST is counted as tested in the participation rate and is assigned a performance level of “Not Proficient.”
- **CAHSEE, grade 10.** A grade 10 student record with no marks in a CAHSEE content area is not counted as tested in the participation rate and is not included in the percent proficient.

■ Irregularities

- A student record showing a student or adult test irregularity is included as tested in the participation rate and is assigned a performance level of “Not Proficient.”

Requirement 2: Participation Rate for 2003

Schools and districts will be required to meet NCLB’s 95 percent participation rate requirement for the 2003 testing cycle. This requirement is applied schoolwide, districtwide, and to each numerically significant subgroup for each content area (ELA and mathematics). Participation rates are determined by enrollment on the first day of STAR testing, not for the number of valid scores. This is true for schools, districts, and numerically significant subgroups.

The formula for calculation of the participation rate follows:⁵

Formula for 2003 AYP Participation

$$\frac{(\text{Number tested on CST and CAPA, grades 2–8}) + (\text{Number tested on CAHSEE and CAPA, grade 10})}{(\text{STAR enrollment first day testing, grades 2–8 and 10})}$$

Requirement 3: API as Additional Indicator for 2003

NCLB requires that each state adopt an “additional” indicator for AYP. California has chosen to use the API as an additional indicator for all schools and districts. Progress on the API is defined differently for AYP than for the statewide API system. To make progress on the API for the 2003 AYP, a school or district must show growth of at least one point for 2002–2003 or have a 2003 API Growth score of at least 560. For example, a school with a Base API of 493 that grew to 494 on its Growth API would meet the criteria for the Additional Indicator under AYP. These requirements apply schoolwide and districtwide but do not apply to subgroups unless “Safe Harbor” is applied (see section below).

Until now, API reports have not been produced for districts or ASAM schools. However, in order to comply with the Additional Indicator requirements, 2002 API Base reports for districts and ASAM schools will be posted on the CDE web site in July 2003. Thereafter, reporting of APIs for districts and ASAM schools will continue as part of the regular API reporting cycle timeline.

The API will continue to be calculated and reported annually in accordance with state requirements under the Public Schools Accountability Act (PSAA). Annual API growth targets for schools will continue to be calculated as five percent of the distance to the statewide performance goal of 800. State school ranks and similar schools rankings will also continue to be provided with each Base API. Districts and ASAM schools will not receive rankings.

Requirement 4: Graduation Rate for 2003

NCLB requires that the state use the graduation rate as an additional indicator for all high schools and districts with high school students. Since California currently does not have a universal student information system to track students as they change schools,

⁵ The formula for the 2002 Base AYP participation rate calculation does not include CAPA and does include 9th graders who passed CAHSEE in 2001.

drop out, or graduate, a four-year completion rate will be used. This rate includes information on high school completers (i.e., high school graduates) and high school dropouts aggregated over a four-year period. Federal requirements refer to high school “completers,” who are defined in the same way as high school “graduates” in CBEDS.

The four-year Graduation Rate formula for NCLB is shown below:

$$\frac{\text{High School Graduates, year 4}}{[\text{High School Graduates, year 4} + (\text{Grade 9 Dropouts, year 1} + \text{Grade 10 Dropouts, year 2} + \text{Grade 11 Dropouts, year 3} + \text{Grade 12 Dropouts, year 4})]}$$

In this calculation, year 4 is the latest year, while year 1 refers to three years prior.

Progress on the graduation rate measure for AYP will be defined as an increase in the rate by one tenth of one percent per year until the school or district reaches 100 percent.

Using CBEDS data, the formula for calculating change in the graduate rate for the 2003 AYP reports is the following:

Graduation Rate for 2002:

High School Graduates, class of 2001 [year 4]

[High School Graduates, class of 2001 [year 4]
+ (Grade 9 Dropouts, 1997–98 [year 1] +
Grade 10 Dropouts, 1998–99 [year 2] +
Grade 11 Dropouts, 1999–00 [year 3] +
Grade 12 Dropouts, 2000–01 [year 4])]

Graduation Rate for 2003:

High School Graduates, class of 2002 [year 4]

[High School Graduates, class of 2002 [year 4]
+ (Grade 9 Dropouts, 1998–99 [year 1] +
Grade 10 Dropouts, 1999–00 [year 2] +
Grade 11 Dropouts, 2000–01 [year 3] +
Grade 12 Dropouts, 2001–02 [year 4])]

The Graduation Rate for 2002 is subtracted from the Graduation Rate for 2003 to obtain the calculation for 2003 AYP reports.

Safe Harbor Provision

NCLB contains a “Safe Harbor” provision for meeting AYP in some circumstances. In the event that a school, district, or student subgroup does not meet its AMO in either or both content areas, the school, district, or subgroup may be considered to have made AYP if **all** of the following conditions are met:

- The percentage of students in the school, district, or subgroup performing below proficient in either ELA or mathematics decreased by at least 10 percent of that percentage from the preceding school year;
- The school, district, or subgroup had at least a 95 percent participation rate for the assessments in ELA and mathematics; and
- The school, district, or subgroup demonstrated at least a one point growth in the API OR had a Growth API of 560 or more.

When California has graduation rate data for all required student subgroups, graduation rate will also be used as an indicator for safe harbor for high schools.

Example of Safe Harbor: Elementary School with 200 Students Tested, No significant subgroups for either 2002 or 2003 testing

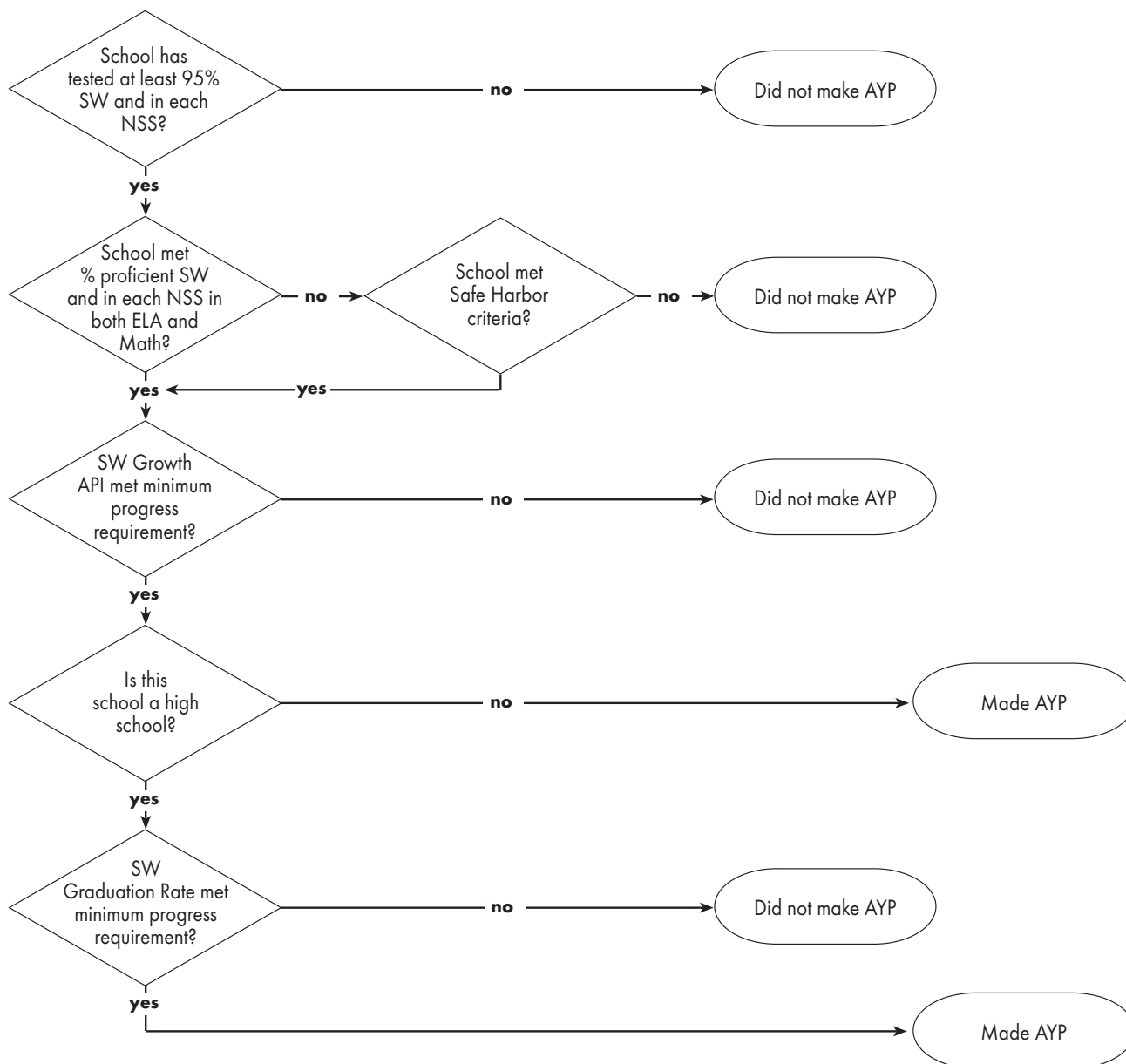
	Math				ELA				Additional Indicator (API)	Participation Rate
	Schoolwide Proficient or Above				Schoolwide Proficient or Above					
Year of AYP	Number Proficient or Above	Number Below Proficient	Percent Proficient or Above	Percent Below Proficient	Number Proficient or Above	Number Below Proficient	Percent Proficient or Above	Percent Below Proficient		
2003	10	190	5.00%	95.00%	28	172	14.00%	86.00%	400	96%
2004	31	169	15.50%	84.50%	29	171	14.50%	85.50%	410	96%
Difference	21	-21	10.50%	-10.50%	1	-1	0.50%	-0.50%	10	0

For 2002–2004, the AMO for Math is 16.0% and the AMO for ELA is 13.6%

In this example of Safe Harbor, the school shows 5 percent of its students scoring proficient or above schoolwide in 2003 in mathematics and does not make AYP in that year. In 2004, the percent proficient or above in mathematics increases to 15.5 percent. Except for mathematics, the school met all the other criteria for making AYP. (It made its AMO in ELA because 14.5 percent is greater than the 13.6 percent minimum, it increased its API by at least one point, and it met the 95 percent participation rate.)

The school would not ordinarily make AYP in 2004 because 15.5 percent is below the AMO of 16 percent for mathematics. However, the school’s percentage below proficient decreased by at least 10 percent in mathematics. Therefore, the school meets AYP according to Safe Harbor because the percentage of students performing below proficient decreased by at least 10 percent from the preceding school year in mathematics, the content area in which AMO was not met, and it met its other AYP criteria (additional indicator API and participation rate).

2003 AYP Criteria Flow Chart

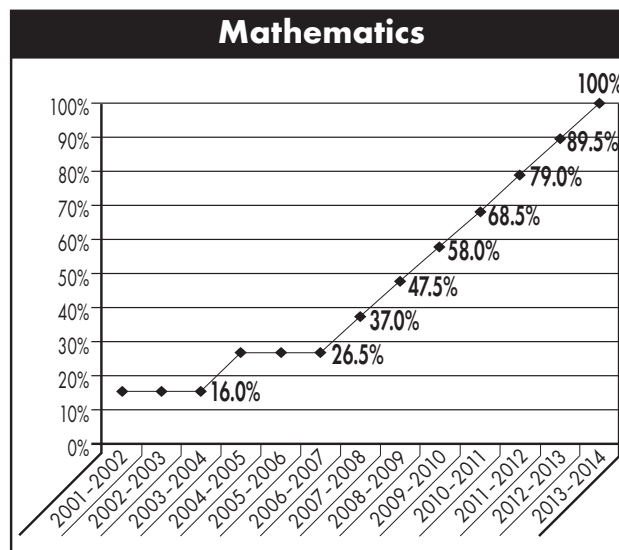
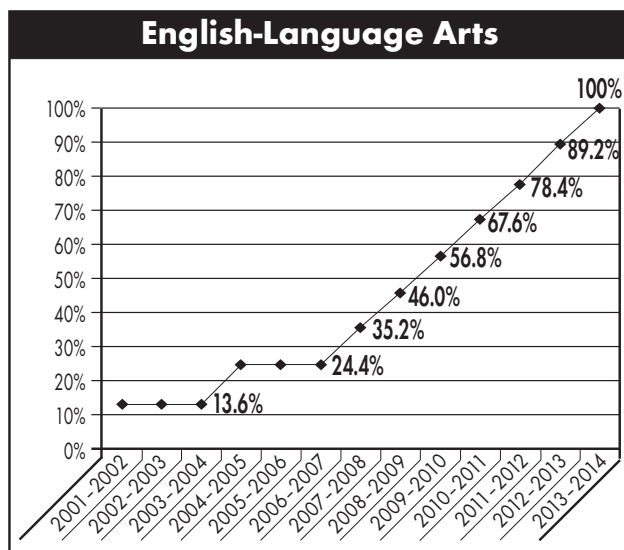


AYP = Adequate Yearly Progress
SW = Schoolwide
NSS = Numerically Significant Subgroup
ELA = English-Language Arts

AYP TARGETS, 2003–2014

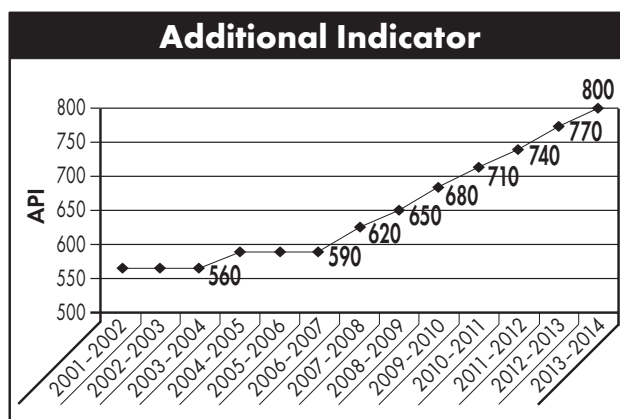
AYP Targets for (1) Elementary Schools, (2) Middle Schools, and (3) Elementary School Districts

■ Annual Measurable Objectives (AMOs) – Percent Proficient (schoolwide/districtwide and subgroups) ¹



■ Participation Rate – 95% (schoolwide/districtwide and subgroups)

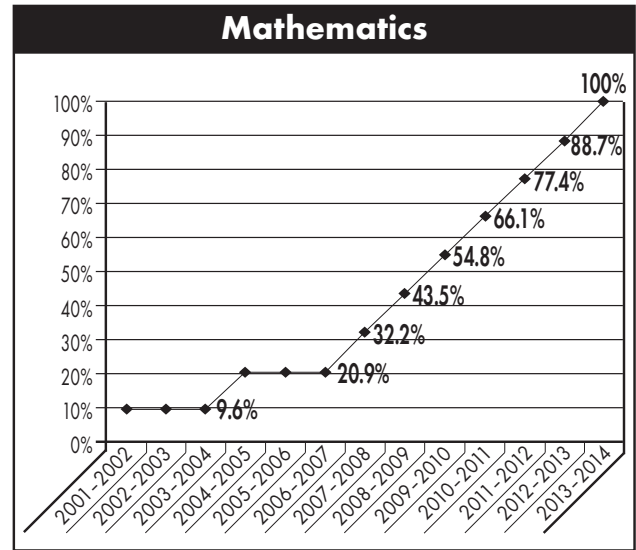
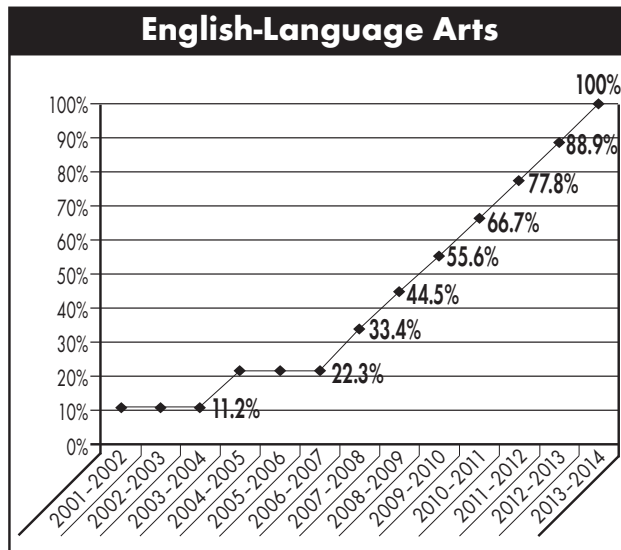
■ Additional Indicator – Growth in the API of at least one point OR a minimum API score (schoolwide/districtwide)



¹ AMOs are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and districts are likely to occur in later years (after alignment of instruction with content standards, after schools and districts have the opportunity for increased capacity, and after a highly-qualified teacher is in every classroom).

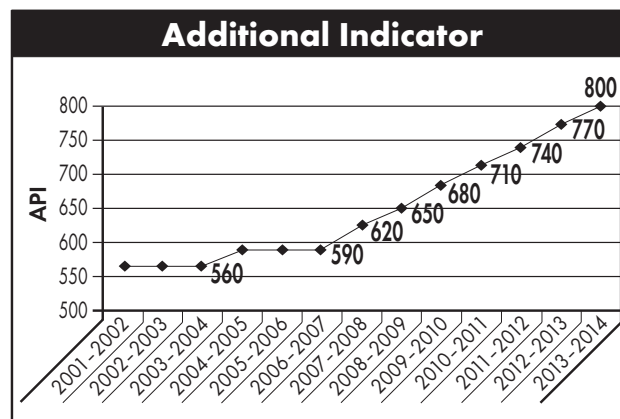
AYP Targets for (1) High Schools and (2) High School Districts (with grade levels 9–11 only)

■ Annual Measurable Objectives (AMOs) – Percent Proficient (schoolwide/districtwide and subgroups) ¹



■ Participation Rate – 95% (schoolwide/districtwide and subgroups)

■ Additional Indicator – Growth in the API of at least one point OR a minimum API score (schoolwide/districtwide)

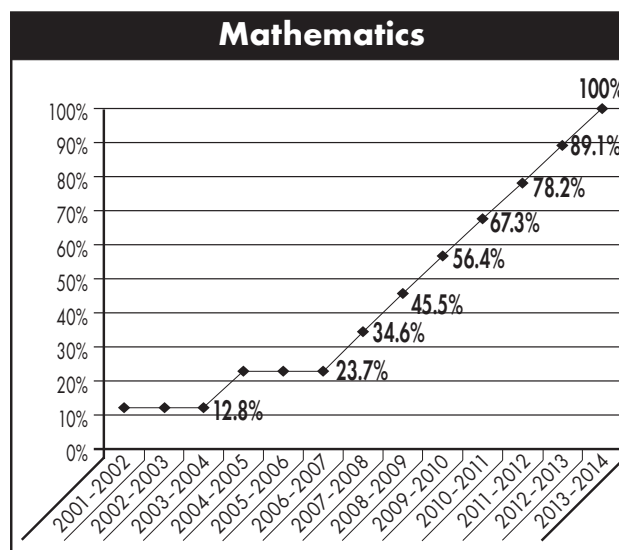
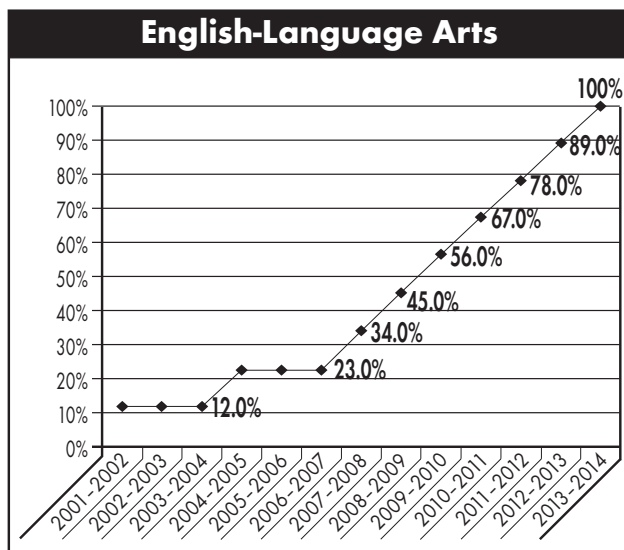


■ Graduation Rate – Growth in the graduation rate of at least .1 percent until the school reaches 100 percent (schoolwide/districtwide)

¹ AMOs are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and districts are likely to occur in later years (after alignment of instruction with content standards, after schools and districts have the opportunity for increased capacity, and after a highly-qualified teacher is in every classroom).

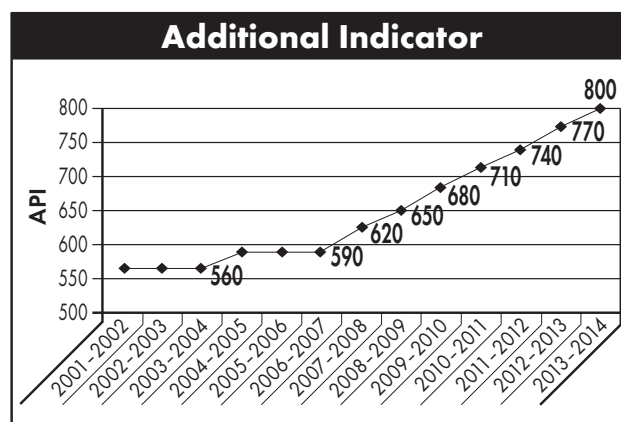
AYP Targets for (1) Unified School Districts and (2) High School Districts (with grade levels 2–8 and 9–11)

■ Annual Measurable Objectives (AMOs) – Percent Proficient (districtwide and subgroups) ¹



■ Participation Rate – 95% (districtwide and subgroups)

■ Additional Indicator – Growth in the API of at least one point OR a minimum API score (districtwide)



■ Graduation Rate – Growth in the graduation rate of at least .1 percent until the school reaches 100 percent (districtwide)

¹ AMOs are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and districts are likely to occur in later years (after alignment of instruction with content standards, after schools and districts have the opportunity for increased capacity, and after a highly-qualified teacher is in every classroom).

NCLB CORRECTIVE ACTIONS AND PROGRAM IMPROVEMENT TIMELINE

Federal mandates and corrective actions are attached to Adequate Yearly Progress (AYP) outcomes for schools receiving federal Title I funds, including Title I schools in the Alternative Schools Accountability Model (ASAM) and charter schools. Title I schools may face new NCLB requirements if they do not meet 2003 AYP targets, which are based on California's new definition of AYP.

Identification of Program Improvement (PI) Schools

California's new definition of AYP under NCLB takes effect with the 2003 statewide testing, which will be used to determine if schools make AYP prior to the 2003–2004 school year. This is reflected in the following chart in the two columns under "AYP Definitions."

California's new definition for Program Improvement (PI) identification also takes effect with the 2003 statewide testing (for the 2003–2004 school year), as indicated in the chart below in the two columns under "PI Definitions." Prior to NCLB, a school has been identified for PI if it does not make AYP for two consecutive years. Under NCLB, a school will be identified for PI if it does not make AYP for two consecutive years *on the same indicator* (English-language arts, or mathematics, API, or Graduation Rate).

Implementation Timeline for AYP and PI Identification Definitions

School Year	AYP Definitions		PI Definitions	
	Prior AYP Definition (Based on API, <u>not</u> content-area specific)	NCLB AYP Definition (Based on AMOs, content-area specific)	Prior PI Definition (2 consecutive years)	NCLB PI Definition [2 consecutive years on the same indicator (ELA, Math, API, Grad Rate)]
2001–2002	X		X	
2002–2003	X		X	
2003–2004		X		X
2004–2005		X		X

NOTE: No new schools were identified for PI in 2002–2003 based on the 2002 assessment results.

NCLB Program Improvement Timeline

The charts on the following two pages summarize NCLB Program Improvement requirements. The first chart, “Placement of Program Improvement (PI) Schools in the 2003–2004 School Year Based on 2002 and 2003 Assessment Results,” shows different scenarios for new and existing PI schools. The second chart, “NCLB Program Improvement Timeline,” summarizes the sanctions required under NCLB over a seven-year period for a Title I school that continually does not make AYP.

For questions about NCLB corrective actions for PI schools, contact the Title I Policy and Partnerships Office, at (916) 319-0854 or pi@cde.ca.gov.

**Placement of Program Improvement (PI) Schools in the
2003–2004 School Year
Based on 2002 and 2003 Assessment Results**

2002–2003 School Year Placement (May 2002 letter) ¹	Made AYP in 2002? ²	Made AYP in 2003?	Placement in 2003–2004	Exit from PI
Year 1	Yes	Yes	Exit PI status	Schools exit PI status after making AYP for two consecutive years.
	Yes	No	Year 2	
	No	Yes	Year 1	
	No	No	Year 2	
Year 2	Yes	Yes	Exit PI status	
	Yes	No	Year 3	
	No	Yes	Year 2	
	No	No	Year 3	
Schools Not Identified for Program Improvement	No	No	Year 1 PI ³	
	No	Yes	Not in PI	
	Yes	No	Not in PI	
	Yes	Yes	Not in PI	
Year 3 (13 State Corrective Action schools in 2001–2002 subject to JIA ⁴)	Yes	Yes	Exit PI Status	
	Yes	No	Year 4	
	No	Yes	Year 3	
	No	No	Year 4	
Year 3 (11 State Corrective Action Schools in 2002–2003 subject to JIA ⁴)	No	Yes	Year 3	
	No	No	Year 3	

AYP = Adequate Yearly Progress.

¹ Letter can be found at <<http://www.cde.ca.gov/iasa/titleone/pi02letter.html>>

² In 2003, the 2002 AYP results will be used to exit existing PI schools or identify new PI schools. The 2003 AYP results only will determine if an existing school remains at the same level or moves to the next level under NCLB.

³ Even if the school does not make AYP both years (2002 and 2003), it will only be in Year 1 PI if it does not make AYP on the same indicator (English-language arts, mathematics, API as additional indicator, or graduation rate).

⁴ Joint Intervention Agreement (JIA) refers to an agreement between the California Department of Education and a school district. JIA schools from 2001–2002 will transition to NCLB based on 2003 AYP results only, except that schools that make AYP in 2002 and 2003 will exit PI. JIA schools from 2002–2003 will be held in Year 3 for another year during 2003–2004 in accordance with the agreement.

NCLB Program Improvement Timeline

Number of Years School Does Not Make Adequate Yearly Progress (AYP)						
One	Two	Three	Four	Five	Six	Seven
Did Not Make AYP	Did Not Make AYP	Program Improvement		Corrective Action		
		Year 1	Year 2	Year 3	Year 4	Year 5
		<ul style="list-style-type: none"> School must revise school plan LEA provides technical assistance Use 10% of funds for staff professional development Offer choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs) 	<p>Continue:</p> <ul style="list-style-type: none"> LEA technical assistance Use 10% of funds for professional development School choice <p>Add:</p> <ul style="list-style-type: none"> Provide supplemental services to all eligible students and notify parents 	<p>Continue:</p> <ul style="list-style-type: none"> LEA technical assistance School choice Supplemental services <p>Add:</p> <p>LEA identifies school for corrective action and does at least ONE of the following:</p> <ul style="list-style-type: none"> Replaces school staff Implements new curriculum Decreases management authority at school level Appoints outside expert Extends school year or day Restructures school <p>LEA informs parents and public of corrective action and allows comment</p>	<p>Continue:</p> <ul style="list-style-type: none"> LEA technical assistance School choice Supplemental services <p>Add:</p> <p>LEA and site:</p> <ul style="list-style-type: none"> Develop a plan for alternative school governance Provide notice to parents and teachers and allow comment 	<p>Implement Alternative Governance:</p> <ul style="list-style-type: none"> Reopen school as a charter Replace all or most staff including principal Contract with outside entity to manage school State takeover

TIMETABLE FOR IMPLEMENTING NCLB REQUIREMENTS

2002

- May 2002** ■ Existing Program Improvement (PI) schools transitioned to No Child Left Behind (NCLB) for 2002–2003 school year
- October 2002** ■ 2002 Growth Academic Performance Index (API) data released (<http://api.cde.ca.gov>)
- December 2002** ■ Final 2002 Growth API data released (<http://api.cde.ca.gov>)

2003

- January 2003**
 - California State Board of Education (SBE) adopted definition of Adequate Yearly Progress (AYP) and other elements of the NCLB Accountability Workbook
 - California Department of Education (CDE) Submitted Accountability Workbook to the USDE, including starting points for grades 2–8
- February 2003**
 - Process to modify current API regulations to conform with NCLB begins
 - 2002 Base API data released (<http://api.cde.ca.gov>)
 - 2002 Title I AYP Performance Report released; no new Program Improvement (PI) schools identified due to transition to NCLB
- March 2003** ■ Performance levels for the California High School Exit Exam (CAHSEE) for use under NCLB established
- May 2003**
 - Legislative process to modify current API legislation to conform with NCLB begins
 - Estimated starting points for grades 10–12 and additional information about goals, indicators, and performance targets submitted to USDE
- June 2003** ■ NCLB Accountability Workbook approved by USDE
- July 2003**
 - 2003 assessment data released to local education agencies (LEAs)
 - 2002 Base API reports released for LEAs and schools participating in the Alternative Schools Accountability Model (ASAM)¹ (<http://api.cde.ca.gov>)
 - **2002 Base AYP reports released** (<http://ayp.cde.ca.gov>)
 - Statewide video provided about 2002 Base AYP reports and upcoming 2003 AYP reports
 - Letters to all districts regarding PI, including appeals process and timeline for implementation of NCLB requirements
- August 2003**
 - State, LEA, and school 2003 assessment data released to the public
 - **Phase I–2003 AYP reports released** (<http://ayp.cde.ca.gov>) (percent proficient in English-language arts and mathematics, and participation rate)²
 - LEAs on behalf of a new or advancing PI school may submit appeals of the 2002–03 AYP decision to the CDE within 10 days of the release of the Phase I AYP Report (LEAs may submit appeals at this point for schools that did not make AYP on the basis of the percent proficient or participation rate)
- September 2003**
 - CDE evaluates all PI appeals and notifies LEAs of decision
 - Baseline data re-evaluated for grades 10–12 based on 2003 assessment results of the grade 10 census administration of the CAHSEE
 - Annual Title I AYP Report released, including PI status of all Title I schools

¹ Historically API reports have only been provided at the school level under California state law and only to schools participating in the main accountability system (i.e. schools participating in the ASAM did not receive API reports). Because the API is the other indicator for AYP, all schools participating in the ASAM and all LEAs will receive a 2002 Base API report.

² Any school that fails to make the annual measurable objectives in English-language arts or mathematics schoolwide or for any numerically significant subgroup or the required 95% participation rate will not make AYP. Schools in PI or school that do not make AYP in 2003 and will enter PI for the first time in 2003–04 will be required to implement all appropriate NCLB mandates immediately, including providing school choice and supplemental services.

October 2003

- 2003 Growth API data released for all schools and LEAs not making data corrections (<http://api.cde.ca.gov>)
- **Phase II—2003 AYP report released** (<http://ayp.cde.ca.gov>) (API as the additional indicator and graduation rate)³
- LEAs on behalf of a new or advancing PI school may submit appeals for the 2002–03 AYP decision to the CDE within 10 days of the release of the Phase II AYP Report (LEAs may only submit appeals at this point for schools that did not make AYP on the basis of the API as the additional indicator or graduation rate only)
- CDE evaluates all appeals and notifies LEAs of decision
- Updated annual Title I AYP Report released, including PI status of all Title I schools

December 2003

- Final 2003 Growth API data released (<http://api.cde.ca.gov>)
- **Phase III—Final 2003 AYP reports released** (<http://ayp.cde.ca.gov>), including the application of safe harbor⁴
- LEAs on behalf of a new or advancing PI school may submit appeals for the 2002–03 AYP decision to the CDE within 10 days of the release of the Final AYP Report (LEAs may only submit appeals at this point for schools that did not make AYP on the Final 2003 AYP Report only)
- CDE evaluates all appeals and notified LEAs of decision
- Final Title I AYP Report released, including PI status of all Title I schools
- Accountability report cards for schools, ELAs, and the state released

2 0 0 4**January 2004**

- 2003 Base API data released (<http://api.cde.ca.gov>)

August 2004

- State, LEA, and school 2004 assessment data released to the public
- **Phase I—2004 AYP reports released** (<http://ayp.cde.ca.gov>) (percent proficient, participation rate, high school graduation rate, and the API if negotiations with the testing contractor are successful)⁵

October 2004

- 2004 Growth API data released for all schools and LEAs not making data corrections (<http://api.cde.ca.gov>)
- **Phase II—2004 AYP reports released** (if negotiations with the testing contractor are not successful)⁵ (<http://ayp.cde.ca.gov>)
- CDE evaluates all appeals and notified LEAs of decision

December 2004

- Final 2004 Growth API data released (<http://api.cde.ca.gov>)
- **Phase III—2004 AYP reports released** (<http://ayp.cde.ca.gov>), including the application of safe harbor
- Accountability report cards released for schools, LEAs, and the state

2 0 0 5**January–December**

- Same activities as described for 2004 plus the development of science assessments in the required grades

³ Any Title I school that made AYP based on the Phase I report in August but does not make sufficient progress on the API as the additional indicator or graduation rate does not make AYP for 2002–03, is identified as PI, and will be required to implement all appropriate NCLB interventions immediately, including providing school choice and supplemental services. Advancing PI schools must also implement any new NCLB requirements.

⁴ Any Title I school that did not receive an API in October will have all applicable AYP data with the release of this report. Title I schools that made AYP based on the August data but did not make sufficient progress on the API as the other indicator will not make AYP for 2002–03 and will be required to implement all appropriate NCLB interventions immediately after PI identification, including providing school choice and supplemental services. The application of safe harbor may change the 2002–03 AYP decision for some schools from “no” to “yes” and thereby relieve these schools of the NCLB Program Improvement designation. However, school choice obligations made to eligible students will be maintained for the balance of the 2002–03 school year.

⁵ The California Department of Education is currently conducting negotiations with the testing contractor to provide the API and graduation rate results in August, beginning in 2004. If negotiations are successful, Phase I AYP reports will include the percent proficient, participation rate, API, and graduation rate (and the Phase II AYP reports would be eliminated).

AYP REPORTING CYCLES

The Adequate Yearly Progress (AYP) reports are provided on an annual basis. Unlike the Academic Performance Index (API) reports, which are provided twice per year (a base and a growth), the AYP reports show a school's or district's status for one time during the school year. The first several years of AYP reporting, however, will be somewhat different. For 2002 results, the base AYP report will be provided in July 2003. For 2003 results, the AYP Phase I reports will be provided in August 2003, the Phase II reports will be provided in October 2003, and the final Phase III reports will be provided in December 2003. For 2004 and the future, the California Department of Education is conducting negotiations with the testing contractor to report all AYP indicators in August, thereby eliminating the need for Phase II reporting.

2003		2004	2005
July	August–December	August–December	
2002 Base Reports Schoolwide/ Subgroups Districtwide/ Subgroups AMOs <ul style="list-style-type: none"> STAR California Standards Test (ELA and Math, Gr. 2–8) California High School Exit Exam (ELA and Math Gr. 10) Participation Rate 2003–2014 Targets	2003 Reports Schoolwide/ Subgroup Districtwide/ Subgroup August (Phase I) AMOs <ul style="list-style-type: none"> STAR California Standards Test (ELA and Math, Gr. 2–8) California Alternate Performance Assessment (ELA and Math, Gr. 2–8 and 10) California High School Exit Exam (ELA and Math, Gr. 10) Participation Rate October (Phase II) Additional Indicator (API) Graduation Rate December (Phase III) Final AYP and API	2004 Reports Schoolwide/ Subgroup Districtwide/ Subgroup August (Phase I) AMOs <ul style="list-style-type: none"> STAR California Standards Test (ELA and Math, Gr. 2–8) California Alternate Performance Assessment (ELA and Math, Gr. 2–8 and 10) California High School Exit Exam (ELA and Math, Gr. 10) Participation Rate October (Phase II)* Additional Indicator (API) Graduation Rate December (Phase III) Final AYP and API	2005 Reports Schoolwide/ Subgroup Districtwide/ Subgroup August (Phase I) AMOs <ul style="list-style-type: none"> STAR California Standards Test (ELA and Math, Gr. 2–8) California Alternate Performance Assessment (ELA and Math, Gr. 2–8 and 10) California High School Exit Exam (ELA and Math, Gr. 10) Participation Rate October (Phase II)* Additional Indicator (API) Graduation Rate December (Phase III) Final AYP and API

* The California Department of Education is currently conducting negotiations with the testing contractor to provide the API and Graduation Rate results in August, beginning in 2004. If negotiations are successful, Phase I AYP reports will include the AMOs, Participation Rate, API as Additional Indicator, and Graduation Rate (and the Phase II AYP reports would be eliminated).

Questions and Answers About NCLB AND AYP

No Child Left Behind Act of 2001 (NCLB)

What are the essential, core requirements for accountability in No Child Left Behind?

No Child Left Behind (NCLB), at its core, mandates that all students (including students who are economically disadvantaged, from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English-language arts by 2014 and that schools demonstrate “adequate yearly progress” (AYP) toward achieving that goal.

How will California’s accountability system change with the implementation of NCLB?

California currently has a comprehensive school accountability system in place that encompasses all schools, the cornerstone of which is the Academic Performance Index (API). The API will continue to be calculated and reported annually for schools and districts. Annual API growth targets still will be calculated as five percent of the distance to the performance goal of 800. State similar school rankings will be provided for schools not participating in the Alternative Schools Accountability Model (ASAM). The API will also function as an additional indicator under the provisions of NCLB.

There will be changes as a result of implementing NCLB. California will utilize the federal requirement of “proficient or above” in English-Language Arts (ELA) and mathematics to supplement our existing accountability system. The definitions for mobility and subgroup size have been revised, as well as the addition of two subgroups for reporting, English Learners and students with disabilities.

Adequate Yearly Progress (AYP)

How does California define Adequate Yearly Progress?

Under NCLB, all states are required to develop and implement a single, statewide accountability system that will ensure all public schools make “adequate yearly

progress” toward enabling all students to perform at or above the proficient level in English-Language Arts (ELA) and mathematics. The State Board of Education (SBE) adopted a definition of AYP that conforms to the requirements of NCLB. This definition was approved by the U.S. Department of Education in June 2003. There are four key features of AYP: 1) Statewide goals for student proficiency in ELA and mathematics, called Annual Measurable Objectives (AMOs), 2) Participation rate, 3) Additional Indicator (API), and 4) Graduation rate. (See also “2003 AYP Criteria and Flow Chart.”)

Does AYP apply to all schools or just Title I schools?

AYP requirements apply to all schools and districts, including charter schools and schools participating in the ASAM. Currently, only Title I-funded schools that do not meet or exceed AYP requirements will be identified for Program Improvement (or PI).

How will charter schools be held accountable under AYP?

Charter schools that are direct-funded will be treated as both a school and a district for AYP. Charter schools funded through their district will be treated only as a school for AYP.

What are AMOs?

The minimum percentage levels of students performing at proficient or above on assessments used for AYP are called the Annual Measurable Objectives, or AMOs. The AMOs for each year apply separately to each school and district and each numerically significant subgroup in the school or district. The minimum percentage rises each year so that by 2014 all students in all schools and districts will achieve at the proficient level or higher in the content areas of ELA and mathematics. The assessments used for AMOs are:

- Two tests in the Standardized Testing and Reporting (STAR) program: 1) the California Standards Test (CST), grades 2-8, and 2) the California Alternate Performance Assessment (CAPA), grades 2–8 and 10; and
- The California High School Exit Examination (CAHSEE), grade 10.

Questions and Answers About NCLB AND AYP

What are the Participation Rate requirements of AYP?

All schools and districts must test at least 95% of eligible students to meet AYP. These rates will be calculated for ELA and mathematics separately. Additionally, all numerically significant subgroups must have participation rates of 95% or greater for ELA and mathematics.

What is the Additional Indicator?

NCLB requires that each state adopt an “additional” indicator for AYP. California has chosen to use the Academic Performance Index (API) as the Additional Indicator for all schools and districts. Schools must show at least one point of growth, or be above a minimum level each year to meet AYP. The minimum API level for 2003 is 560.

What are the Graduation Rate requirements of AYP?

High schools and unified and high school districts must show at least .1 percent improvement from the prior year in the graduation rate to meet AYP. A four-year graduation rate calculated according to a federal formula will be used initially. The formula for calculating the Graduation Rate is (1) high school graduates divided by (2) high school graduates PLUS dropouts from each of the four previous years. The CDE will calculate the change in this rate from one year to the next based on CBEDS data. (See also “2003 AYP Criteria and Flow Chart.”)

How is the level of student proficiency measured for AYP?

For grades 2–8, “proficient or above” in ELA and mathematics will be based on the percentage of students scoring at the proficient or advanced level on the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA). The CSTs assess how well students are mastering the state’s rigorous academic content standards. The CAPA assesses how well students with significant cognitive disabilities master standards that are based on the state

content standards. The CAPA results will be integrated into the CST results for purposes of determining AYP. At the high school level, the definition of “proficient” in ELA and mathematics will be tied to scores on the grade 10 California High School Exit Exam (CAHSEE) and the Grade 10 CAPA. Additional “cut scores” have been established for the CAHSEE that are equivalent to achieving proficiency on the CSTs in ELA and mathematics. These more rigorous cut scores are for NCLB purposes only; they will not be used to determine passing scores on the CAHSEE, which were set in a separate process.

How will the CAHSEE be used as part of AYP?

The use of the CAHSEE as one of the indicators used for the AMOs is for school, district, and state accountability as part of NCLB requirements only and does not apply to passing the CAHSEE as a condition of graduation. The SBE decided in July 2003 that students in the classes of 2004 and 2005 are no longer required to pass the CAHSEE as a condition of earning a high school diploma and that the class of 2006 will be the first class that must pass the CAHSEE as a requirement of graduation. However, the law still requires that all 10th graders take the CAHSEE. Therefore, the SBE maintains its decision that the CAHSEE be used as an indicator for NCLB accountability purposes. Separate NCLB cut scores for CAHSEE were adopted by the SBE for NCLB purposes.

Are the significant subgroups mandated by NCLB the same as those in California’s current API system?

No. California is pursuing legislation to add two student subgroups to those currently required to demonstrate comparable improvement in the statewide API accountability system. The new subgroups required by NCLB for AYP that historically have not been part of the API are (1) students with disabilities and (2) students with limited English-language proficiency—known as English learners.

Questions and Answers About NCLB AND AYP

What is the minimum subgroup size under NCLB?

A “numerically significant” subgroup is defined as 100 students OR 50 students who represent at least 15 percent of the students to be tested (i.e., enrollment first day of testing). AMOs must be met at the school and district level and by each numerically significant subgroup at the school or district in each content area (ELA and mathematics).

How are “students with disabilities” and “English Learners” defined?

The students with disabilities subgroup includes:

- All students designated on the student answer document as receiving special education services with a valid disability code.

The English Learner subgroup includes:

- All students designated on the student answer document as EL (English Learners) or as RFEP (Redesignated Fluent English Proficient). RFEP students will continue to be included only until they have attained the proficient or above level on the California Standards Test in English-language arts for three years.

Under current state law, parents are allowed to excuse (waive) their children from participating in the statewide testing program. How are these parent waivers incorporated into NCLB?

To meet federal NCLB requirements, students with parent waivers are counted as non-test takers when calculating participation rates for AYP, which is different than what is done in calculating API participation rates. For AYP, students with no score on the CST due to parent exemption are not excluded from the denominator of the participation rate. This means that the higher the number of parent exemptions, the lower the participation rate (all else being equal). However, if a school has no API due to excessive parent exemptions, it will not make AYP.

What are the mobility rules for the AYP calculations?

To meet NCLB requirements, new mobility rules will apply to AYP calculations. If the student was **continuously enrolled in the school** from the CBEDS date to the first day of testing, the student is counted in the school’s AYP calculation. If the student **attended more than one school** but was **continuously enrolled in the district** from the CBEDS date to the first day of testing, the student is counted in the district’s AYP calculation. This new rule will start with the 2003 AYP reports in August.

What are the 2003 statewide AMOs in ELA and Math for AYP?

For 2003, the statewide Annual Measurable Objectives (AMOs), for (1) elementary schools, (2) middle schools, and (3) elementary school districts are 13.6% proficient or above in ELA and 16.0% proficient or above in mathematics. The AMOs for (1) high schools and (2) high school districts (that have grades 9–11 only) are 11.2% proficient or above in ELA and 9.6% proficient or above in mathematics. The AMOs for (1) unified school districts and (2) high school districts (with combinations of grades 2–8 and 9–11) are 12.0 percent proficient or above in ELA and 12.8 percent proficient or above in mathematics. The AMOs are applied schoolwide and districtwide as well as to each numerically significant subgroup. These AMOs will increase to 100% by 2014. (See “AYP Targets, 2003–2014.”)

Meeting AYP Requirements

What if my school is above the statewide AMOs?

A school that meets or exceeds the AMOs for ELA and mathematics for all students and all subgroups should continue to strive for the long term goal of 100% of students proficient or above in 2014. These schools must also meet the other three components of AYP: Participation Rate, API, and Graduation Rate (high schools).

Questions and Answers About NCLB AND AYP

For a school that does not receive Title I funds, what happens if the school does not make AYP on the 2003 AYP reports?

Currently, the requirements of NCLB such as choice or supplemental services do not apply to non-Title I schools. However, AYP reports provide public reporting of AYP results, and schools and districts will need to communicate their progress to their teachers, parents, and students. In addition, schools that do not make AYP will not be eligible for incentive programs such as the California Distinguished Schools Program.

What happens if my Title I school does not make AYP on the 2003 AYP Reports?

Federal sanctions are attached to AYP outcomes for schools receiving federal Title I funds, including Title I schools in ASAM and charter schools. Title I schools may face consequences under NCLB if they do not meet 2003 AYP targets. A school receiving Title I funds will be identified for Program Improvement (PI) in 2003 if it does not make AYP for two consecutive years on the same indicator (ELA, mathematics, API, or Graduation Rate). That school would have to provide parents the option to transfer students to another non-PI school within the district with paid transportation costs. An existing PI school that did not make AYP in 2003 would move to the next level of PI requirements under NCLB. See also "NCLB Corrective Actions and Program Improvement Timeline" in this document. For questions about PI, contact the Title I Policy and Partnerships Office, at (916) 319-0854 or pi@cde.ca.gov.

How will AYP be determined for small schools?

All schools, including those in the Alternative Schools Accountability Model (ASAM) and small schools and districts, receive an AYP report. Schools or districts with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools must meet the adjusted percent proficient criteria for under 100 valid scores. The AMOs are adjusted using a confidence interval methodology. Information about the confidence intervals and methodology will be posted on the CDE AYP web site at <http://www.cde.ca.gov/ayp>

when the 2002 Base AYP reports are posted. Schools or districts with grade spans that are not tested (i.e., K-1 or 11-12) will meet AYP criteria through a "pairing and sharing" methodology. More information about this will be provided in the next several months. Schools or districts with enrollment on the first day of testing of under 100 will not have numerically significant subgroups.

How will AYP be determined for schools that are participating in the Alternative School Accountability Model (ASAM)?

A school registered in the ASAM will be treated no differently than any other school.

Will districts be required to meet AYP?

Yes, districts are required to meet AYP criteria. School districts are held accountable for all students continuously enrolled in the district from the CBEDS date to the first day of testing. This includes the results of students in all schools in the district as well as the results of students in district programs, such as special education students in district programs. Districts will be identified for PI in the same manner as schools. The CDE will be providing more information about this in the near future.

How does AYP impact school and district planning?

Achievement of academic standards required to make AYP for each year between 2003 and 2014 should be the focus of planning at the district and the individual school level. For example, in 2003, every elementary school, middle school, and elementary school district in California should have at least 13.6 % of all their students (including every required subgroup) at the proficient level or above for ELA, and 16.0% at the proficient level or above for Math. Assessment data will show whether or not that level has been reached, by which subgroups, and whether there are gaps in achievement. Program planning should address identified needs. Schools and districts that meet or exceed the 2003 minimum level of proficiency expected for the total student population and all subgroups can begin to plan for ensuring that 100% of their students are proficient or above by 2014.

Questions and Answers About NCLB AND AYP

How will our school's API be affected by NCLB requirements?

The API methodology will basically remain the same. Legislation and changes to regulations are being pursued to align certain API requirements with those of NCLB. These changes will include: (1) the addition of two new subgroups (English Learners and students with disabilities), (2) change in the minimum size for subgroups, (3) an increase in the participation rate for high schools to 95% for awards eligibility, and (4) new mobility rules. Schools and districts that do not meet the API "additional indicator" requirements or that have no API will not make AYP.

AYP Reports

When will schools and districts receive their AYP information?

The 2002 Base AYP Reports are scheduled to be posted on the CDE AYP web site on July 24, 2003 at <http://ayp.cde.ca.gov>. The Phase I 2003 AYP reports (AMOs and Participation Rate) will be posted on the CDE AYP web site in August 2003. In October, districts and schools will receive their 2002–2003 API Growth reports and AYP Phase II reports (API and Graduation Rate). In December, the finalized 2003 API and AYP Phase III reports will be posted on the CDE web site.

What are the calculation differences between the 2002 Baseline AYP report and the 2003 AYP report?

Differences occur in three areas: mobility, CAHSEE results, and CAPA results:

Mobility

2002 AYP: For the CST, if a student has been continuously enrolled in a district from the 2001 October California Basic Educational Data System (CBEDS) date to the 2002 testing date, the student will be counted in the school AYP calculation and in the district AYP calculation. For the CAHSEE, if a student has been continuously enrolled in the school for the prior year, the student will be counted in the school AYP calculation.

If a student has been continuously enrolled in the district (but not at the same school) for the prior year, the student will be counted in the district AYP calculation. No mobility rules will be applied to 9th graders who passed the CAHSEE in 2001.

2003 AYP: For the CST, if a student has been continuously enrolled in a school from the 2002 October CBEDS date to the 2003 testing date, the student will be counted in the school AYP calculation. If the student has attended more than one school within a district, but has been enrolled in the district since the 2002 October CBEDS date, the student will be counted in the district AYP calculation. For the CAHSEE, if the student was continuously enrolled in the district from the 2002 October CBEDS date to the 2003 testing date, the student is counted in the school and in the district calculations.

CAHSEE

2002 AYP: For schools with CAHSEE results, 2002 AYP calculations include results from 10th graders in 2002 and from 10th graders who took the test in 2001 as 9th graders and passed one or both parts of the CAHSEE.

2003 AYP: For schools with CAHSEE results, 2003 AYP calculations include results from 10th graders in 2003 only.

CAPA

2002 AYP: 2002 AYP calculations do not include CAPA because no results are available. The first year of CAPA administration is Spring 2003.

2003 AYP: For schools with CAPA results, 2003 AYP calculations include CAPA results.

Are we to expect annual AYP Reports from now on, or is the 2003 AYP Report one time only?

Beginning in August 2003, AYP Reports will be posted for all schools and districts on an annual basis.

CALCULATING THE 2002 BASE AYP

- Introduction
- Inclusion/Exclusion Rules
- Percent Proficient Calculation
- Participation Rate Calculation
- Examples
 - Elementary or Middle School or Elementary School District
 - High School or High School District (with grade levels 9–11 only)
 - Unified School District or High School District (with grade levels 2–8 and 9–11)

CALCULATING THE 2002 BASE AYP

Introduction

The 2002 Base Adequate Yearly Progress (AYP) report for an elementary, middle, or high school is derived from two sources: (1) the California Standards Tests (CSTs) in English-language arts (ELA) and mathematics, grades 2–8, administered in 2002 as part of the Standardized Testing and Reporting (STAR) program; and (2) the 2002 California High School Exit Examination (CAHSEE) in ELA and mathematics, grade 10¹.

Each assessment used for AYP must determine if a student performs at a proficient level or above. The current proficient level on the CST ELA and CST mathematics will serve as the proficient level for AYP. The State Board of Education (SBE) adopted a scale score cut point for CAHSEE ELA of 387 and CAHSEE mathematics of 373 to serve as the proficient level for AYP.²

A school's type is defined as elementary, middle, or high according to the same criteria established by the California Department of Education (CDE) for defining school type for the API. These criteria are described on the CDE web site at <http://www.cde.ca.gov/psaa/api/api0203/base/schdsgn.htm> for the 2002–2003 API reporting cycle. A district's type is defined according to the type most recently listed in the California public school file, located on the CDE web site at <http://www.cde.ca.gov/demographics/files/schoolname.htm>.

The purpose of the 2002 Base AYP reports is to provide schools and districts a best estimate of 2002 starting points for the percentage of students in the school or district scoring proficient or above in English-language arts and mathematics according to AYP criteria adopted by the SBE and approved by the U.S. Department of Education. In August 2003, the 2003 AYP reports will be calculated based on 2003 STAR and CAHSEE results and will be posted on the CDE web site. The 2003 AYP reports will determine if schools and districts meet the 2003 AYP criteria and will be used to exit existing schools, identify new schools, or advance existing schools in Program Improvement (PI).

All schools, including those in the Alternative Schools Accountability Model (ASAM), and all districts will receive a 2002 AYP report.

The three tables that follow show the calculation rules for inclusions/exclusions, percent proficient, and participation rate for the 2002 Base AYP. These decision rules may not always match API and 2003 AYP decision rules. The rules are applied to each content area (ELA or mathematics) separately.

¹ 9th graders who passed the CAHSEE in 2001 are also included. Results from the California Alternate Performance Assessment (CAPA) are not included because CAPA was not administered in 2002.

² These rigorous CAHSEE cut scores are for NCLB purposes only and will not be used to determine passing scores on the CAHSEE for individual students.

³ A "valid score" is defined as a test result from any student who has been continuously enrolled in the school from the preceding CBEDS date.

2002 AYP Inclusion/Exclusion Rules

Inclusion/Exclusion	Rule
Mobility	For the CST, if a student has been continuously enrolled in a district from the 2001 October California Basic Educational Data System (CBEDS) date to the 2002 testing date, the student will be counted in the school AYP calculation and in the district AYP calculation. For the CAHSEE, if a student has been continuously enrolled in the school for the prior year, the student will be counted in the school AYP calculation. If a student has been continuously enrolled in the district (but not at the same school) for the prior year, the student will be counted in the district AYP calculation. No mobility rules will be applied to 9th graders who passed the CAHSEE in 2001.
Out-of-Level	Scores of students tested out-of-level on the CST are included in the percent proficient and assigned a performance level of "Not Proficient." Out-of-level testing does not apply to CAHSEE.
Accommodations/ Modifications	<p>CST</p> <ul style="list-style-type: none"> Scores of students tested with accommodations (Category 2) are included in the percent proficient with no adjustments. These include the following: <ul style="list-style-type: none"> Braille Large Print Questions read aloud or signed—Math only Directions translated Marked answers in test booklet Scribe marked answer document Additional time Additional breaks Bilingual dictionary Scores of students tested with modifications (Category 3) are included in the percent proficient and assigned a performance level of "Not Proficient." These include the following: <ul style="list-style-type: none"> Questions read aloud or signed—ELA only Other (Presentation) Other (Response) Other (Timing/Scheduling) Calculator/math tables— Math only Other (Use of Aids) <p>CAHSEE</p> <ul style="list-style-type: none"> Scores of students tested with accommodations (Category 2) are included in the percent proficient with no adjustments. Scores of students tested with modifications (Category 3) are included in the percent proficient and assigned a performance level of "Not Proficient."
Student records with no scores	<p>CST</p> <ul style="list-style-type: none"> Exemption 998, Parent Exemption Students with no score due to parent exemption (998) are NOT subtracted from the denominator of the participation rate and are NOT counted in the percent proficient. Blank Test 991, Did not Attempt, No Marks Students with no score and no marks in a content area (991) are NOT counted as tested and are NOT included in the percent proficient. Blank Test 999, Did not Attempt, Some Marks Students with no score but some marks in a content area (999) are counted as tested and assigned a performance level of "Not Proficient". Unknown 998, Not Available at Level Students with no score on the CST due to a 998 code (test not available at grade level) are NOT counted as tested and are NOT included in the the percent proficient. Students taking the alternate assessment are NOT counted as tested and are NOT included in the percent proficient. <p>CAHSEE</p> <ul style="list-style-type: none"> Students with no score on the grade 10 CAHSEE in 2002 are not included in the participation rate or the percent proficient. The 2002 Baseline AYP is based upon 9th grade passers (in 2001) and 10th grade test takers (in 2002).
Irregularities	Student records showing a student or adult test irregularity are included in the participation rate and percent proficient. For the percent proficient, the record is assigned a performance level of "Not Proficient".

NOTE: In November 2002, the State Board of Education clarified policies for out-of-level testing, accommodations, and modifications for all statewide tests beginning with the 2003 spring testing. These policies are described according to Categories 1, 2, or 3 and are posted on the CDE web site at <http://www.cde.ca.gov/spbranch/sed/resource.htm>.

2002 AYP Percent Proficient Calculation

The percent proficient is calculated in each content area (English-language arts and mathematics) for each school and district and for each numerically significant subgroup.

	Assessment	
	CST, Grades 2–8	CAHSEE, Grade 10
Numerator	Number of non-mobile students performing at Proficient or Above	Number of non-mobile 10th graders performing (in 2002) at Proficient or Above PLUS Number of 9th graders performing (in 2001) at Proficient or Above
Denominator	Number of valid scores (i.e., number of non-mobile students counted as tested)	Number of 9th grade passers (in 2001) PLUS Number of non-mobile 10th graders tested (in 2002)

NOTES:

- Calculations are shown for the numerator after inclusion/exclusion rules are applied.
- The scale score cut point for Proficient or Above for CAHSEE ELA is 387. The scale score cut point for Proficient or Above for CAHSEE Math is 373.

2002 AYP Participation Rate Calculation

The participation rate is calculated in each content area (English-language arts and mathematics) for each school and district and for each numerically significant subgroup.

	Assessment	
	CST, Grades 2–8	CAHSEE, Grade 10
Numerator	Number of students tested (student records with a score PLUS student records with a 999 code)	Number of 9th grade passers (in 2001) PLUS Number of non-mobile 10th graders tested (in 2002)
Denominator	Enrollment of first day of testing, grades 2–8 (STAR student answer document), including students with parental exemptions	Enrollment on first day of testing, grade 10 (STAR student answer document in 2002)

Example: Elementary or Middle School or Elementary School District

This section provides an example of 2002 Adequate Yearly Progress (AYP) calculations for an elementary or middle school or an elementary school district. These school and district types have been established for the purpose of reporting if schools and districts meet their Annual Measurable Objectives (AMOs). **The elementary school in this example has students in grade levels 2–8** to illustrate the calculation for a school with California Standards Test (CST) results only. For illustrative purposes only, the school's percent proficient in this example is compared to the 2003 AMO targets to show the process that will be used for 2003 AYP reporting.

Annual Measurable Objectives (AMOs) – Percent Proficient or Above

- **Step 1:** Apply inclusion/exclusion rules. Using the results of the CST, grades 2–8, determine the number of students scoring within prescribed performance levels. In this example for CST ELA, 45 students scored Advanced, 97 students scored Proficient, 137 students scored Basic, 146 students scored Below Basic, and 162 students scored Far Below Basic.

California Standards Test in English-Language Arts (CST ELA), Grades 2–8

A		B
CST Performance Levels		Number of Pupils in Each Level
English Language Arts (ELA)		
5	Advanced	45
4	Proficient	97
3	Basic	137
2	Below Basic	146
1	Far Below Basic	162

- **Step 2:** Sum the number of students who scored Advanced and the number of students who scored Proficient on the CST. In this example for ELA, 142 students scored Advanced or Proficient.

California Standards Test in English-Language Arts (CST ELA), Grades 2–8

A		B	C	
CST Performance Levels		Number of Pupils in Each Level	Number of Pupils in Combined Levels	
English Language Arts (ELA)				
5	Advanced	45	142	Proficient or Above
4	Proficient	97		
3	Basic	137	445	
2	Below Basic	146		
1	Far Below Basic	162		
Totals:			587	

- **Step 3:** Determine the percent proficient by dividing the results of Step 2 (142) by the total number of students tested at the school (587). In this example for ELA, 24.19 percent of students at the school scored proficient or above. This percent is **not rounded up** and is reported as 24.1 percent. (Disregard columns D and E used for CAHSEE results only.)

California Standards Test (CST), Grades 2–8			California High School Proficiency Exam (CAHSEE), Grade 10		Total CST + CAHSEE		G Percent Proficient or Above
A CST Performance Levels	B Number of Pupils in Each Level	C Number of Pupils in Combined Levels	D CAHSEE Performance Levels	E Number of Pupils in Combined Levels	C + E Total Number in Combined Levels	F Percent of Pupils in Combined Levels	
English Language Arts (ELA)							
5 Advanced	45	142	Proficient or Above	0	142	24.1%	24.1%
4 Proficient	97						
3 Basic	137	445	Not Proficient	0	445	75.8%	
2 Below Basic	146						
1 Far Below Basic	162						
Totals:		587		0	587	100.0%	

In this example, the school would have met its schoolwide Annual Measurable Objective (AMO) for Percent Proficient or Above if 2003 AYP criteria were to be applied. This is because the school has 24.1 percent Proficient or Above for English-language arts, which is greater than the target AMO of 13.6 percent for elementary or middle schools or elementary school districts.

- **Step 4:** Repeat Steps 1–3 for Mathematics.
- **Step 5:** Repeat Steps 1–4 for each numerically significant subgroup.

Participation Rate

- **Step 1:** Calculate the schoolwide Participation Rate for content area by dividing the number of students tested by the total enrollment on the first day of testing. The percent obtained is **not rounded up**. In this example for ELA, the school would have met its target because 97.0 percent is greater than the 95.0 percent target requirement for AYP. (See example on next page.)
- **Step 2:** Repeat Step 1 for Mathematics.
- **Step 3:** Repeat Steps 1–2 for each numerically significant subgroup.

Example: Elementary or Middle School or Elementary School District

Annual Measurable Objectives (AMOs) — Percent Proficient or Above

California Standards Test (CST), Grades 2–8			California High School Proficiency Exam (CAHSEE), Grade 10 ¹			Total CST + CAHSEE		H 2003 AMOs
A CST Performance Levels	B Number of Pupils in Each Level	C Number of Pupils in Combined Levels	D CAHSEE Performance Levels	E Number of Pupils in Combined Levels	C + E Total Number in Combined Levels	F Percent of Pupils in Combined Levels	G Percent Proficient or Above	
English Language Arts (ELA)								
5 Advanced	45	142	Proficient or Above	0	142	24.1%	24.1%	
4 Proficient	97							
3 Basic	137	445	Not Proficient	0	445	75.8%	13.6%	
2 Below Basic	146							
1 Far Below Basic	162	587		0	587	100.0%		
Totals:								
Mathematics (Math)								
5 Advanced	54	140	Proficient or Above	0	140	23.5%	23.5%	
4 Proficient	86							
3 Basic	144	454	Not Proficient	0	454	76.4%	16.0%	
2 Below Basic	147							
1 Far Below Basic	163	594		0	594	100.0%		
Totals:								

¹Grade 9 CAHSEE in 2001 included.

Participation Rate

Numerator		Denominator	
A CST	B CST	A ÷ B	C
School's Participation Rate			
Number of Pupils Tested	Total Enrollment, 1st Day of Testing	School's Participation Rate	2003 AMOs
English Language Arts (ELA)			
587	605	97.0%	95.0%
Mathematics (Math)			
594	605	98.1%	95.0%

Note:

This example shows the calculations for schoolwide or districtwide only. The same methodology is applied to each numerically significant subgroup at the school or the district.

Example: High School or High School District (with grade levels 9–11 only)

This section provides an example of 2002 AYP calculation for a high school or a high school district (with grade levels 9–11 only). These school and district types have been established for the purpose of reporting if schools and districts meet their Annual Measurable Objectives (AMOs). **The high school in this example has students in grade levels 9–11** to illustrate the calculation for a school with California High School Exit Examination (CAHSEE) results only. For illustrative purposes only, the school's percent proficient in this example is compared to the 2003 AMO targets to show the process that will be used for 2003 AYP reporting.

The scale score cut point for Proficient or Above for CAHSEE ELA is 387. The scale score cut point for Proficient or Above for CAHSEE Math is 373.

Annual Measurable Objectives (AMOs) — Percent Proficient or Above

- **Step 1:** Apply inclusion/exclusion rules. Using the results of the CAHSEE, grade 9 passers (in 2001) and grade 10 tested (in 2002), determine the number of students scoring within prescribed performance levels. In this example for ELA, 98 students scored Proficient or Above and 269 pupils scored Not Proficient.

English-Language Arts California High School Exit Examination (CAHSEE), Grade 9 Passers in 2001, Grade 10 Tested in 2002

D	E
CAHSEE Performance Levels	Number of Pupils in Combined Levels
Proficient or Above	98
Not Proficient	269
Totals:	367

- **Step 2:** Determine the percent proficient by dividing the results of Step 1 (98) by the total number of students tested at the school (367). In this example for ELA, 26.70 percent of students at the school scored Proficient or Above. This percent is **not rounded up**. (Disregard columns B and C used for CST results only.)

California Standards Test (CST), Grades 2–8			California High School Proficiency Exam (CAHSEE), Grade 10		Total CST + CAHSEE		
A	B	C	D	E	C + E	F	G
CST Performance Levels	Number of Pupils in Each Level	Number of Pupils in Combined Levels	CAHSEE Performance Levels	Number of Pupils in Combined Levels	Total Number in Combined Levels	Percent of Pupils in Combined Levels	Percent Proficient or Above
English Language Arts (ELA)							
5 Advanced	0	0	Proficient or Above	98	98	26.7%	26.7%
4 Proficient	0						
3 Basic	0	0	Not Proficient	269	269	73.2%	
2 Below Basic	0						
1 Far Below Basic	0						
Totals:		0		367	367	100.0%	

In this example, the school would have met its schoolwide Annual Measurable Objective (AMO) for Percent Proficient or Above if 2003 AYP criteria were to be applied. This is because the school has 26.7 percent Proficient or Above for English-language arts, which is greater than the target AMO of 11.2 percent for high schools or high school districts (with grade levels 9–11 only).

- **Step 3:** Repeat Steps 1–2 for Mathematics.
- **Step 4:** Repeat Steps 1–3 for each numerically significant subgroup.

Participation Rate

- **Step 1:** Calculate the schoolwide Participation Rate for a content area by dividing the number of students tested on the CAHSEE (number of 9th grade passers in 2001 PLUS number of 10th graders tested in 2002) by the number of grade 10 STAR student answer documents (in 2002). The percent obtained is **not rounded up**. In this example for ELA, the school would have met its target because 97.0 percent is greater than the target of 95.0 percent. (See example on next page.)
- **Step 2:** Repeat Step 1 for Mathematics.
- **Step 3:** Repeat Steps 1–2 for each numerically significant subgroup.

Example: High School or High School District (with grades levels 9–11 only)

Annual Measurable Objectives (AMOs) — Percent Proficient or Above

California Standards Test (CST), Grades 2–8			California High School Proficiency Exam (CAHSEE), Grade 10 ¹			Total CST + CAHSEE		H 2003 AMOs
A CST Performance Levels	B Number of Pupils in Each Level	C Number of Pupils in Combined Levels	D CAHSEE Performance Levels	E Number of Pupils in Combined Levels	C + E Total Number in Combined Levels	F Percent of Pupils in Combined Levels	G Percent Proficient or Above	
English Language Arts (ELA)								
5 Advanced	0	0	Proficient or Above	98	98	26.7%	26.7%	
4 Proficient	0		Not Proficient	269	367	100.0%		
3 Basic	0							
2 Below Basic	0							
1 Far Below Basic	0	0						
Totals:		0		367	367	100.0%		
Mathematics (Math)								
5 Advanced	0	0	Proficient or Above	144	144	39.7%	39.7%	
4 Proficient	0		Not Proficient	218	362	100.0%		
3 Basic	0							
2 Below Basic	0							
1 Far Below Basic	0	0						
Totals:		0		362	362	100.0%		
9.6%								

¹Grade 9 CAHSEE in 2001 included.

Participation Rate

Numerator	Denominator	
A	B	A ÷ B
CAHSEE		
Number of Pupils Tested ²	Total Enrollment, 1st Day of Testing STAR SAD 2002	School's Participation Rate
English Language Arts (ELA)		
367	382	96.0%
Mathematics (Math)		
362	370	97.8%
2003 AMOs		
		95.0%
		95.0%

Note:

This example shows the calculations for schoolwide or districtwide only. The same methodology is applied to each numerically significant subgroup at the school or the district.

²Number of 9th grader passers (in 2001) PLUS number of 10th graders tested (in 2002)

Example: Unified School District or High School District (with grade levels 2–8 and 9–11)

This section provides an example of 2002 AYP calculation for a unified school district or a high school district (with grade levels 2–8 and 9–11). These district types have been established for the purpose of reporting if schools and districts meet their Annual Measurable Objectives (AMOs). **The high school district in this example has students in grade levels 8–11** to illustrate the calculation for a school with both California Standards Test (CST) and California High School Exit Examination (CAHSEE) results. For illustrative purposes only, the district's percent proficient in this example is compared to the 2003 AMO targets to show the process that will be used for 2003 AYP reporting.

The scale score cut point for Proficient or Above for CAHSEE ELA is 387. The scale score cut point for Proficient or Above for CAHSEE Math is 373.

Annual Measurable Objectives (AMOs) – Percent Proficient or Above

- **Step 1:** Apply inclusion/exclusion rules. Using the results of the CST, grade 8, determine the number of students scoring within prescribed performance levels. In this example for CST ELA, 32 students scored Advanced, 68 students scored Proficient, 83 students scored Basic, 49 students scored Below Basic, and 73 students scored Far Below Basic.

California Standards Test in English-Language Arts (CST ELA), Grades 2–8

A		B
CST Performance Levels		Number of Pupils in Each Level
English Language Arts (ELA)		
5	Advanced	32
4	Proficient	68
3	Basic	83
2	Below Basic	49
1	Far Below Basic	73

- **Step 2:** Sum the number of students who scored Advanced and the number of students who scored Proficient on the CST. In this example for CST ELA, 100 students scored Advanced or Proficient.

**California Standards Test in English-Language Arts (CST ELA),
Grades 2–8**

A		B	C	
CST Performance Levels		Number of Pupils in Each Level	Number of Pupils in Combined Levels	
English Language Arts (ELA)				
5	Advanced	32	100	Proficient or Above
4	Proficient	68		
3	Basic	83	205	
2	Below Basic	49		
1	Far Below Basic	73		
Totals:			305	

- **Step 3:** Apply inclusion/exclusion rules. Using the results of the CAHSEE, grade 9 passers (in 2001) and grade 10 tested (in 2002), determine the number of students scoring within prescribed performance levels. In this example for ELA, 98 students scored Proficient or Above and 269 students scored Not Proficient.

**English-Language Arts
California High School Exit Examination (CAHSEE),
Grade 9 Passers in 2001, Grade 10 Tested in 2002**

D	E
CAHSEE Performance Levels	Number of Pupils in Combined Levels
Proficient or Above	98
Not Proficient	269
Totals:	367

- **Step 4:** Sum the number of students who scored Advanced or Proficient on the CST and the number of students who scored Proficient or Above on the CAHSEE. In this example for ELA, 198 students at the school scored Proficient or Above.

California Standards Test (CST), Grades 2–8			California High School Proficiency Exam (CAHSEE), Grade 10		Total CST + CAHSEE
A	B	C	D	E	C + E
CST Performance Levels	Number of Pupils in Each Level	Number of Pupils in Combined Levels	CAHSEE Performance Levels	Number of Pupils in Combined Levels	Total Number in Combined Levels
5 Advanced	32	100	Proficient or Above	98	198
4 Proficient	68				
3 Basic	83	205	Not Proficient	269	474
2 Below Basic	49				
1 Far Below Basic	73				
Totals:		305		367	672

- **Step 5:** Determine the percent proficient by dividing the results of Step 4 (198) by the total number of students tested at the school (672). In this example for ELA, 29.46 percent of students at the school scored Proficient or Above. This percent is **not rounded up** and is reported as 29.4 percent.

California Standards Test (CST), Grades 2–8			California High School Proficiency Exam (CAHSEE), Grade 10		Total CST + CAHSEE		G
A	B	C	D	E	C + E	F	G
CST Performance Levels	Number of Pupils in Each Level	Number of Pupils in Combined Levels	CAHSEE Performance Levels	Number of Pupils in Combined Levels	Total Number in Combined Levels	Percent of Pupils in Combined Levels	Percent Proficient or Above
5 Advanced	32	100	Proficient or Above	98	198	29.4%	29.4%
4 Proficient	68						
3 Basic	83	205	Not Proficient	269	474	70.5%	
2 Below Basic	49						
1 Far Below Basic	73						
Totals:		305		367	672	100.0%	

In this example, the district would have met its districtwide Annual Measurable Objective (AMO) for Percent Proficient or Above if 2003 AYP criteria were to be applied. This is because the district has 29.4 percent Proficient or Above for English-language arts, which is greater than the target AMO of 12.0 percent for unified school districts and high school districts (with grade levels 2–8 and 9–11).

- **Step 6:** Repeat Steps 1–5 for Mathematics.
- **Step 7:** Repeat Steps 1–6 for each numerically significant subgroup.

Participation Rate

- **Step 1:** Calculate the districtwide Participation Rate for a content area by dividing the number of students tested on the CST and CAHSEE by the total enrollment on the first day of STAR testing, grades 2–8, PLUS the number of grade 10 STAR student answer documents (in 2002). This percent obtained is **not rounded up**. In this example for ELA, the district would have met its target because 98.3 percent is greater than the target of 95.0 percent. (See example on next page.)
- **Step 2:** Repeat Step 1 for Mathematics.
- **Step 3:** Repeat Steps 1–2 for each numerically significant subgroup.

Example: Unified High School Districts or High School District (with grade levels 2–8 and 9–11)

Annual Measurable Objectives (AMOs) — Percent Proficient or Above

California Standards Test (CST), Grades 2–8			California High School Proficiency Exam (CAHSEE), Grade 10 ¹			Total CST + CAHSEE		H 2003 AMOs
A CST Performance Levels	B Number of Pupils in Each Level	C Number of Pupils in Combined Levels	D CAHSEE Performance Levels	E Number of Pupils in Combined Levels	C + E Total Number in Combined Levels	F Percent of Pupils in Combined Levels	G Percent Proficient or Above	
English Language Arts (ELA)								
5 Advanced	32	100	Proficient or Above	98	198	29.4%	29.4%	
4 Proficient	68							
3 Basic	83							
2 Below Basic	49	205	Not Proficient	269	474	70.5%		
1 Far Below Basic	73							
Totals:		305		367	672	100.0%	12.0%	
Mathematics (Math)								
5 Advanced	24	81	Proficient or Above	146	227	34.1%	34.1%	
4 Proficient	57							
3 Basic	49							
2 Below Basic	95	221	Not Proficient	216	437	65.8%		
1 Far Below Basic	77							
Totals:		302		362	664	100.0%	12.8%	

¹Grade 9 CAHSEE in 2001 included.

Participation Rate

Numerator		Denominator	
A	B	A ÷ B	C
CST + CAHSEE		School's	
Number of	CST + CAHSEE	Participation	2003
Pupils Tested	Total Enrollment,	Rate	AMOs
	1st Day of Testing		
English Language Arts (ELA)			
672	683	98.3%	95.0%
Mathematics (Math)			
664	683	97.2%	95.0%

Note:

This example shows the calculations for districtwide only. The same methodology is applied to each numerically significant subgroup at the district.

SAMPLE INTERNET REPORTS

Sample Report for 2002 Base AYP: Elementary School

Address:

California Department of Education
 Policy and Evaluation Division

2002 Base Adequate Yearly Progress (AYP) Report

Percent Proficient and Participation Rates

School Report

July 22, 2003

School: Big Dipper Elementary
 School Type: Elementary
 District: Polaris Unified
 County: Orion
 CDS Code: 98 -98765 - 9876543

For more details about this report see the
[Explanatory Notes for the 2002 Base
 Adequate Yearly Progress \(AYP\) Report.](#)

[AYP Reports of other Schools in this District](#)
 987654 Big Dipper Elementary ▼
[District AYP Report](#)

ENGLISH LANGUAGE ARTS

GROUPS	Enrollment First Day of Testing	Number of Students Tested	Participation		Valid Scores	Proficient or Above		At/Above or Below 2003 AYP Criteria
			Rate	At/Above or Below 2003 AYP Criteria		Number	Percent	
Schoolwide	490	472	96.3	A	428	115	26.8	A
African American (not of Hispanic origin)	38	32	84.2	N/A	25	4	16.0	N/A
American Indian or Alaska Native	4	3	75.0	N/A	3	N/A	N/A	N/A
Asian	61	60	98.3	N/A	59	17	28.8	N/A
Filipino	5	5	100.0	N/A	5	N/A	N/A	N/A
Hispanic or Latino	212	208	98.1	A	191	32	16.7	A
Pacific Islander	0	0	0.0	N/A	0	N/A	N/A	N/A
White (not of Hispanic origin)	159	155	97.4	A	145	58	40.0	A
Socioeconomically Disadvantaged	323	309	95.6	A	280	51	18.2	A
English Learner	126	125	99.2	A	116	9	7.7	B
Students with Disabilities	68	54	79.4	N/A	52	7	13.4	N/A

MATHEMATICS

GROUPS	Enrollment First Day of Testing	Number of Students Tested	Participation		Valid Scores	Proficient or Above		At/Above or Below 2003 AYP Criteria
			Rate	At/Above or Below 2003 AYP Criteria		Number	Percent	
Schoolwide	490	472	96.3	A	427	146	34.1	A
African American (not of Hispanic origin)	38	33	86.8	N/A	25	4	16.0	N/A
American Indian or Alaska Native	4	3	75.0	N/A	3	N/A	N/A	N/A
Asian	61	60	98.3	N/A	59	24	40.6	N/A
Filipino	5	5	100.0	N/A	5	N/A	N/A	N/A
Hispanic or Latino	212	208	98.1	A	191	54	28.2	A
Pacific Islander	0	0	0.0	N/A	0	N/A	N/A	N/A
White (not of Hispanic origin)	159	154	96.8	A	144	59	40.9	A
Socioeconomically Disadvantaged	323	310	95.9	A	280	73	26.0	A
English Learner	126	125	99.2	A	116	23	19.8	A
Students with Disabilities	66	55	80.8	N/A	52	8	15.3	N/A

Click on the column header to view notes

Notes:

"N/A" means a number or percent is not available due to small numbers tested or small numbers of valid scores in that group. "N/A" in the At/Above column means the subgroup is not numerically significant.

"A" means the school, district, or subgroup was at or above 2003 targets for 95% participation rate or percent proficient. "A*" means the school or district met the adjusted percent proficient criteria for under 100 valid scores. "B" means the school, district, or subgroup was below the 2003 targets for 95% participation rate or percent proficient. "B*" means the school or district was below the adjusted percent proficient criteria for under 100 valid scores. The adjusted percent proficient criteria for under 100 valid scores is posted on the Internet at <http://www.cde.ca.gov/ayp>.

For schools or districts with under 100 enrolled, there will be no numerically significant subgroups.

The number and percent of students at or above proficient are not listed for a school, district, or subgroup if the number of scores is less than 11.

The category of English Learner also includes redesignated fluent English proficient students who have not scored proficient on the California Standards Test in English Language Arts for three years.

Sample Report for 2002 Base AYP: Elementary School (continued)

Adequate Yearly Progress Report			
<div> Back Forward Stop Refresh Home AutoFill Print Mail </div>			
Address: <input type="text"/> go			
<div> Favorites History Search Scrapbook Page Holder </div>	2003 AYP Criteria for Schools In order to make AYP for 2003, a school will need to meet or exceed all of these requirements.		
	• Percent Proficient or Above in Selected Assessment (schoolwide and subgroups)		
		English-Language Arts	Mathematics
	Schools		
	Elementary and Middle Schools	<input type="text" value="13.6%"/>	<input type="text" value="16.0%"/>
	High Schools	<input type="text" value="11.2%"/>	<input type="text" value="9.6%"/>
	• Participation Rate in Above Assessments (schoolwide and subgroups)		
		English-Language Arts	Mathematics
		<input type="text" value="95.0%"/>	<input type="text" value="95.0%"/>
	• Academic Performance Index (API) (schoolwide)		
	<input type="text" value="Growth in the 2002–2003 API of at least one point OR a minimum 2003 Growth API score of 560"/>		
• Graduation Rate (schoolwide)			
High Schools	<input type="text" value="Improvement in the graduation rate from 2002 of at least .1%"/>		

Sample Report for 2002 Base AYP: High School

Address:

California Department of Education
 Policy and Evaluation Division

2002 Base Adequate Yearly Progress (AYP) Report

Percent Proficient and Participation Rates

School Report

July 22, 2003

School: North Star High
 School Type: High School
 District: Polaris Unified
 County: Orion
 CDS Code: 98 -98765 - 9876544

For more details about this report see the [Explanatory Notes for the 2002 Base Adequate Yearly Progress \(AYP\) Report](#).

AYP Reports of other Schools in this District

[District AYP Report](#)

ENGLISH LANGUAGE ARTS

GROUPS	Enrollment First Day of Testing	Number of Students Tested	Participation		Valid Scores	Proficient or Above		At/Above or Below 2003 AYP Criteria
			Rate	At/Above or Below 2003 AYP Criteria		Number	Percent	
Schoolwide	675	689	100.0	A	449	394	87.7	A
African American (not of Hispanic origin)	61	70	100.0	N/A	47	37	78.7	N/A
American Indian or Alaska Native	3	4	100.0	N/A	3	N/A	N/A	N/A
Asian	87	88	100.0	N/A	50	45	90.0	N/A
Filipino	7	7	100.0	N/A	5	N/A	N/A	N/A
Hispanic or Latino	306	303	99.0	A	184	155	84.2	A
Pacific Islander	2	2	100.0	N/A	1	N/A	N/A	N/A
White (not of Hispanic origin)	208	213	100.0	A	159	150	94.3	A
Socioeconomically Disadvantaged	247	263	100.0	A	144	122	84.7	A
English Learner	103	104	100.0	N/A	47	33	70.2	N/A
Students with Disabilities	64	68	100.0	N/A	19	5	26.3	N/A

MATHEMATICS

GROUPS	Enrollment First Day of Testing	Number of Students Tested	Participation		Valid Scores	Proficient or Above		At/Above or Below 2003 AYP Criteria
			Rate	At/Above or Below 2003 AYP Criteria		Number	Percent	
Schoolwide	675	678	100.0	A	327	256	78.2	A
African American (not of Hispanic origin)	61	63	100.0	N/A	30	13	43.3	N/A
American Indian or Alaska Native	3	4	100.0	N/A	3	N/A	N/A	N/A
Asian	87	87	100.0	N/A	39	34	87.1	N/A
Filipino	7	6	85.7	N/A	4	N/A	N/A	N/A
Hispanic or Latino	306	302	98.6	A	129	94	72.8	A
Pacific Islander	2	2	100.0	N/A	0	N/A	N/A	N/A
White (not of Hispanic origin)	208	213	100.0	A	122	109	89.3	A
Socioeconomically Disadvantaged	247	263	100.0	A	104	76	73.0	A
English Learner	103	100	97.0	N/A	31	17	54.8	N/A
Students with Disabilities	64	72	100.0	N/A	20	5	25.0	N/A

Click on the column header to view notes

Notes:

"N/A" means a number or percent is not available due to small numbers tested or small numbers of valid scores in that group. "N/A" in the At/Above column means the subgroup is not numerically significant.

"A" means the school, district, or subgroup was at or above 2003 targets for 95% participation rate or percent proficient. "A" means the school or district met the adjusted percent proficient criteria for under 100 valid scores. "B" means the school, district, or subgroup was below the 2003 targets for 95% participation rate or percent proficient. "B" means the school or district was below the adjusted percent proficient criteria for under 100 valid scores. The adjusted percent proficient criteria for under 100 valid scores is posted on the Internet at <http://www.cde.ca.gov/ayp>.

For schools or districts with under 100 enrolled, there will be no numerically significant subgroups.

The number and percent of students at or above proficient are not listed for a school, district, or subgroup if the number of scores is less than 11.

The category of English Learner also includes redesignated fluent English proficient students who have not scored proficient on the California Standards Test in English Language Arts for three years.

Sample Report for 2002 Base AYP: High School (continued)

Adequate Yearly Progress Report			
Back Forward Stop Refresh Home AutoFill Print Mail			
Address: <input type="text"/> go			
Favorites History Search Scrapbook Page Holder	2003 AYP Criteria for Schools In order to make AYP for 2003, a school will need to meet or exceed all of these requirements.		
	• Percent Proficient or Above in Selected Assessment (schoolwide and subgroups)		
		English-Language Arts	Mathematics
	Schools		
	Elementary and Middle Schools	<input type="text" value="13.6%"/>	<input type="text" value="16.0%"/>
	High Schools	<input type="text" value="11.2%"/>	<input type="text" value="9.6%"/>
	• Participation Rate in Above Assessments (schoolwide and subgroups)		
		English-Language Arts	Mathematics
		<input type="text" value="95.0%"/>	<input type="text" value="95.0%"/>
	• Academic Performance Index (API) (schoolwide)		
	<input type="text" value="Growth in the 2002–2003 API of at least one point OR a minimum 2003 Growth API score of 560"/>		
• Graduation Rate (schoolwide)			
High Schools	<input type="text" value="Improvement in the graduation rate from 2002 of at least .1%"/>		

Sample Report for 2002 Base AYP: Unified District

Address:

California Department of Education
 Policy and Evaluation Division

2002 Base Adequate Yearly Progress (AYP) Report

Percent Proficient and Participation Rates

District Report

July 22, 2003

District: Polaris Unified
 District Type: Unified
 County: Orion
 CD Code: 98 -98765

For more details about this report see the [Explanatory Notes for the 2002 Base Adequate Yearly Progress \(AYP\) Report](#).

[County List of Schools and Districts](#)
[District List of Schools](#)

ENGLISH LANGUAGE ARTS

GROUPS	Enrollment First Day of Testing	Number of Students Tested	Participation		Valid Scores	Proficient or Above		
			Rate	At/Above or Below 2003 AYP Criteria		Number	Percent	At/Above or Below 2003 AYP Criteria
Districtwide	6,637	6,469	97.4	A	5,930	1,919	32.3	A
African American (not of Hispanic origin)	580	562	96.8	A	491	116	23.6	A
American Indian or Alaska Native	45	43	95.5	N/A	36	7	19.4	N/A
Asian	868	853	98.2	A	789	224	28.3	A
Filipino	83	82	98.7	N/A	69	37	53.6	N/A
Hispanic or Latino	2,872	2,788	97.0	A	2,556	676	26.4	A
Pacific Islander	18	19	100.0	N/A	11	3	27.2	N/A
White (not of Hispanic origin)	2,108	2,063	97.8	A	1,949	853	43.7	A
Socioeconomically Disadvantaged	3,490	3,380	96.8	A	2,999	645	21.5	A
English Learner	1,328	1,288	96.9	A	1,174	111	9.4	B
Students with Disabilities	724	619	85.4	B	594	59	9.9	B

MATHEMATICS

GROUPS	Enrollment First Day of Testing	Number of Students Tested	Participation		Valid Scores	Proficient or Above		
			Rate	At/Above or Below 2003 AYP Criteria		Number	Percent	At/Above or Below 2003 AYP Criteria
Districtwide	6,637	6,459	97.9	A	5,911	2,416	40.8	A
African American (not of Hispanic origin)	580	556	95.8	A	481	124	25.7	A
American Indian or Alaska Native	45	43	95.5	N/A	36	12	33.3	N/A
Asian	868	852	98.1	A	789	356	45.1	A
Filipino	83	81	97.5	N/A	68	48	70.5	N/A
Hispanic or Latino	2,872	2,795	97.3	A	2,557	846	33.0	A
Pacific Islander	18	19	100.0	N/A	11	6	54.5	N/A
White (not of Hispanic origin)	2,108	2,056	97.5	A	1,942	1,015	52.2	A
Socioeconomically Disadvantaged	3,490	3,385	96.9	A	2,999	919	30.6	A
English Learner	1,328	1,286	96.8	A	1,173	262	22.3	A
Students with Disabilities	724	629	86.8	B	601	99	16.4	A

Click on the column header to view notes

Notes:

"N/A" means a number or percent is not available due to small numbers tested or small numbers of valid scores in that group. "N/A" in the At/Above column means the subgroup is not numerically significant.

"A" means the school, district, or subgroup was at or above 2003 targets for 95% participation rate or percent proficient. "A*" means the school or district met the adjusted percent proficient criteria for under 100 valid scores. "B" means the school, district, or subgroup was below the 2003 targets for 95% participation rate or percent proficient. "B*" means the school or district was below the adjusted percent proficient criteria for under 100 valid scores. The adjusted percent proficient criteria for under 100 valid scores is posted on the Internet at <http://www.cde.ca.gov/ayp/>.

For schools or districts with under 100 enrolled, there will be no numerically significant subgroups.

The number and percent of students at or above proficient are not listed for a school, district, or subgroup if the number of scores is less than 11.

The category of English Learner also includes redesignated fluent English proficient students who have not scored proficient on the California Standards Test in English Language Arts for three years.

California Department of Education
Policy and Evaluation Division

REFERENCE GUIDE TO THE INTERNET AND CDE CONTACTS

The 2002 Base Adequate Yearly Progress (AYP) results will be posted on the California Department of Education (CDE) Web site on July 24, 2003 at <http://ayp.cde.ca.gov> and at <http://www.cde.ca.gov/ayp>. The following provides a list of CDE Internet sites and contact offices related to NCLB and AYP:

Topic	CDE Contact Offices	CDE Web Site
NCLB Accountability and PSAA <ul style="list-style-type: none"> NCLB Accountability Policy Calculation of AYP and API Reports 	Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov Evaluation Office (916) 319-0865 epic@cde.ca.gov Educational Planning and Information Center (EPIC) (916) 319-0863 epic@cde.ca.gov	http://www.cde.ca.gov/psaa http://ayp.cde.ca.gov http://www.cde.ca.gov/ayp http://api.cde.ca.gov http://www.cde.ca.gov/psaa/api
NCLB and Title I Policy <ul style="list-style-type: none"> NCLB Corrective Actions for Program Improvement 	School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 pi@cde.ca.gov	http://www.cde.ca.gov/pr/nclb/programs.html
Assessments <ul style="list-style-type: none"> STAR - CST and CAT/6 CAHSEE STAR - CAPA 	Standards and Assessment Division (916) 445-9441 Testing and Reporting Office (916) 445-8765 High School Exit Exam Office (916) 445-9449 Special Education Division, Assessment, Evaluation, and Support Office (916) 327-3702 star@cde.ca.gov	http://www.cde.ca.gov/statetests/ http://www.cde.ca.gov/statetests/star/index.html http://www.cde.ca.gov/statetests/cahsee/index.html http://www.cde.ca.gov/spbranch/sed/capa/

REFERENCE GUIDE TO THE INTERNET AND CDE CONTACTS

Topic	CDE Contact Offices	CDE Web Site
<p>Low Performing Schools</p> <ul style="list-style-type: none"> • Immediate Intervention/Underperforming Schools Program (II/USP) • High Priority Schools Grant Program (HPSG) • Intervention Assistance • Comprehensive School Reform (CSR) 	<p>School Improvement Division (916) 319-0830</p> <p>School Reform Assistance Office (916) 319-0839 iisp@cde.ca.gov</p> <p>High Priority Schools Office (916) 324-3236</p> <p>Intervention Assistance Office (916) 319-0836</p> <p>School Reform Assistance Office (916) 319-0839</p>	<p>http://www.cde.ca.gov/iisp</p>
<p>Alternative Accountability System, Alternative Schools Accountability Model (ASAM)</p>	<p>Educational Options Office, Secondary, Post-Secondary and Adult Leadership (916) 322-5012 (916) 445-7746 (Robert Bakke) rbakke@cde.ca.gov (916) 323-2564 (Heidi Wackerli)</p>	<p>http://www.cde.ca.gov/psaa/asam/</p>

GLOSSARY OF TERMS

Additional Indicator	The No Child Left Behind Act (NCLB) requires that each state adopt an additional indicator for Adequate Yearly Progress (AYP). An additional indicator is another measure of student progress in addition to Annual Measurable Objectives (AMOs). California has chosen to use the Academic Performance Index (API) as the additional indicator for all schools and districts. Schools must show at least one point of growth or be above a minimum level of the API each year to meet AYP.
AMOs	The minimum percentage levels of students performing at proficient or above on the English-language arts (ELA) and mathematics assessments used for AYP are called the “Annual Measurable Objectives,” or AMOs. The AMOs for each year apply separately to each school and district and each numerically significant subgroup in the school or district. The minimum percentage rises so that by 2014, all students in all schools and districts must achieve at the proficient level or higher in both content areas.
API	The Academic Performance Index (API), required by the Public Schools Accountability Act of 1999 (PSAA), is a measure of the academic performance and growth of schools. It is a numeric index (or score) that ranges from a low of 200 to a high of 1000. The interim statewide API performance target for all schools is 800. A school’s growth is measured by how well it is moving toward or past that goal. A school’s base year API is subtracted from its growth API to determine how much the school grew in a year. The API functions as the Additional Indicator for AYP. The API was used as the only definition of AYP from 2000 to 2002.
ASAM	Schools in the Alternative Schools Accountability Model (ASAM) are alternative schools serving a majority of high-risk students, including continuation schools, community day schools, and county-run schools.
AYP	Under NCLB, all states are required to develop and implement a single, statewide accountability system that will ensure all public schools make their Adequate Yearly Progress (AYP) toward enabling all students to perform at or above the proficient level in ELA and mathematics.
CAHSEE	Students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The purpose of the CAHSEE is (1) to improve student achievement in high school and (2) to help ensure that students who graduate from high school can demonstrate competency in state academic content standards for reading, writing, and mathematics. There are two parts to the CAHSEE: English-language arts and mathematics. The CAHSEE is included in AYP calculations.

CAPA	The California Alternate Performance Assessment (CAPA) is an alternate assessment for students with significant cognitive disabilities who cannot participate in the general STAR assessments, even with accommodations or modifications. A student's Individualized Education Program (IEP) specifies whether the student should take the CAPA. The CAPA was administered for the first time statewide in the spring of 2003. CAPA is included in AYP calculations, beginning in 2003.
CAT/6	As part of the Standardized Testing and Reporting (STAR) program, all California public school students in grades two through eleven take a nationally norm-referenced test (NRT) each spring to measure achievement in basic academic skills. The NRT designated by the State Board of Education (SBE) for 2003 through 2005 is the California Achievement Test, Sixth Edition Survey (CAT/6).
CBEDS	The California Basic Educational Data System (CBEDS) is a system for collecting and sharing demographic data about students, schools, school districts, and classified and professional education staff in the California public school system in kindergarten through grade twelve. The data are collected once a year on a Wednesday in early October that is designated as "Information Day."
CDE	The California Department of Education (CDE) is California's state education agency.
CST	The California Standards Test (CST) is part of STAR program and includes several content areas. The CSTs in English-language arts and mathematics for grades two through eleven became part of the STAR program in 1999. The CSTs in English-language arts (including writing at grades 4 and 7) and mathematics are included in AYP calculations. CSTs in history-social science and science are also currently administered. The CSTs are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested.
Graduation Rate	NCLB requires that a graduation rate be used for AYP as an indicator for all high schools and for all districts that enroll high school students. Since California currently does not have a universal student information system, a four-year completion rate will be used, as required by NCLB. This rate includes information on high school completers (i.e., high school graduates) and high school dropouts aggregated over a four-year period. Progress on the graduation rate measure for AYP will be defined by increasing the rate by one tenth of one percent per year. Every school must reach 100 percent by 2014.
HPSGP	The High Priority Schools Grant Program (HPSGP) provides assistance to the very lowest performing schools (API decile 1) regardless of their relative API growth. The purpose of the voluntary program is to improve pupil performance in seven legislatively identified areas by offering additional resources to schools.

II/USP	The PSAA established the Immediate Intervention/Underperforming Schools Program (II/USP) to promote the improvement of academic achievement in California's low-performing schools. The voluntary program provides fiscal resources and incentives for schools to implement reform strategies. There are fiscal and nonfiscal rewards or sanctions as possible consequences, depending on schools' progress while they are funded through II/USP.
LEA	A local education agency (LEA) is a term used to designate a school district or county office of education.
LEP	A limited English proficient (LEP) student is one whose primary language is not English and who is not proficient in English. An LEP student is also referred to as an English learner (EL).
NCLB	No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English-language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.
Numerically Significant Subgroups	<p>A subgroup is numerically significant if it has at least 100 students or 50 students who represent at least 15 percent of the students to be tested at the school or district. A numerically significant subgroup under NCLB includes the following subgroup types:</p> <ul style="list-style-type: none"> ■ African American (not of Hispanic Origin) ■ American Indian or Alaska Native ■ Asian ■ Filipino ■ Hispanic or Latino ■ Pacific Islander ■ White (not of Hispanic Origin) ■ Socioeconomically disadvantaged ■ English learners ■ Students with disabilities
Participation Rate	All schools and districts must test at least 95 percent of eligible students to meet AYP. These rates will be calculated for ELA and mathematics separately. Additionally, all numerically significant subgroups must have participation rates of 95 percent or greater.
PI	Program Improvement (PI) is a formal designation for Title I schools. A Title I school becomes a PI school if it does not meet AYP for two consecutive years. There are certain types of required services and/or interventions schools must offer during each year they are identified as PI. A school is eligible to exit PI if it makes AYP for two consecutive years.

PSAA	The Public Schools Accountability Act (PSAA) of 1999 established California's accountability system. Its primary goal is to help schools improve the academic achievement of all students. The PSAA has three components: (1) the Academic Performance Index (API), (2) the Immediate Intervention/Underperforming Schools Program (II/USP), and (3) the Governor's Performance Awards (GPA). The PSAA also requires the development of an alternative accountability system for schools that serve nontraditional student populations (the Alternative Schools Accountability Model or ASAM).
Safe Harbor	The NCLB contains a "Safe Harbor" provision for alternatively meeting AYP when there is progress moving students from "below proficient" to "proficient." A school, district, or subgroup can make AYP through the Safe Harbor provision if (1) the percentage of students below proficient decreases by 10 percent over the prior year, and (2) all other AYP criteria are met. For the final AYP reports in December, the CDE will determine if Safe Harbor provisions apply to a school, district, or subgroup and will calculate whether or not the Safe Harbor provisions are met.
SBE	The California State Board of Education (SBE) is the governing and policy-determining body of the California Department of Education (CDE). The SBE sets K–12 education policy in the areas of standards, curriculum, instructional materials and assessment.
STAR	The Standardized Testing and Reporting (STAR) program is California's statewide testing program. The current STAR program has four components: the CAT/6, published by CTB/McGraw-Hill; the California Standards Tests (CSTs), produced for California public schools; the Spanish Assessment of Basic Education, Second Edition (SABE/2), an achievement test in Spanish published by CTB/McGraw-Hill; and the California Alternate Performance Assessment (CAPA), an assessment related to the California academic content standards that is designed to assess the performance of students with significant cognitive disabilities.
Title I School	A Title I school receives federal Title I funds. As the largest federal program supporting elementary and secondary education, Title I, Part A, of the NCLB Act is intended to help ensure that all children have the opportunity to obtain a high-quality education and to reach proficiency on challenging state academic standards and assessments. Title I provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. Title I schools provide either a targeted assistance program or a schoolwide program. Schools that do not make AYP may face NCLB corrective actions.
USDE	The United States Department of Education (USDE) is the federal agency that administers the NCLB program.